

## University teachers seem likely to accept £6 cost of living rise

by David Walker

University teachers will accept a £6 a week cost of living increase, it was predicted this week in advance of tomorrow's emergency council meeting of the Association of University Teachers.

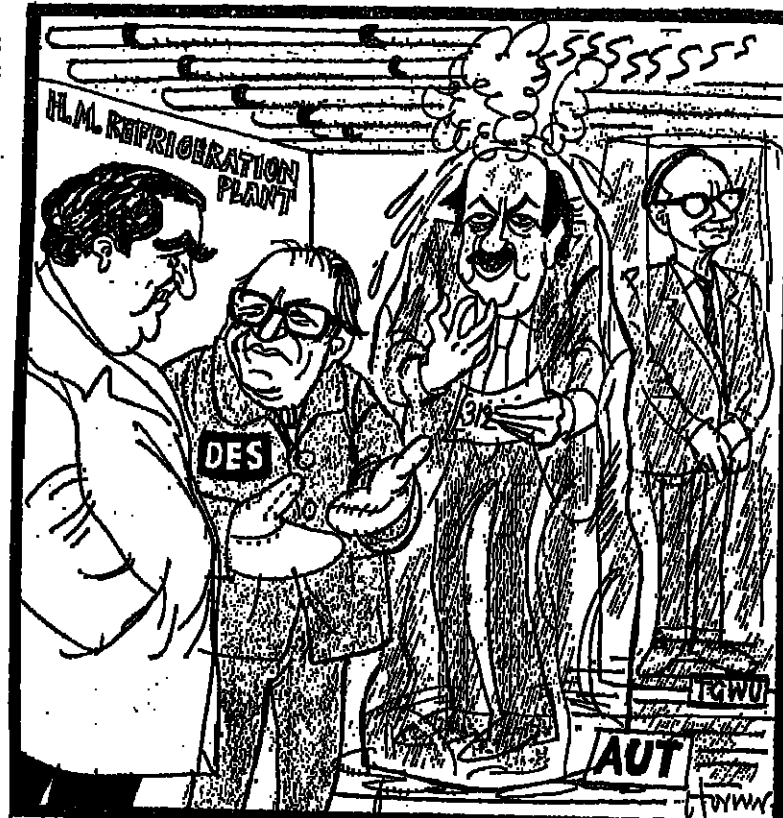
The council, which includes a representative from every university, will be asked by the AUT executive to accept the Government's offer of £32 a year plus £83 threshold, with the understanding that it is not a "full and final" settlement of the claim.

Another executive resolution asks the AUT to find out why the Department of Education and Science refused to go to arbitration earlier this year and why it has delayed replying to the AUT's claim.

The council is also likely to discuss a call from the University of Wales Institute of Science and Technology branch for a special independent inquiry into the handling of the claim.

While the majority is said by members of the executive to be in favour of taking the money, there is still widespread anger in some areas at the way the Government had treated university lecturers. Executive members emphasized that taking the money did not mean the end of deep feelings of frustration and a desire for justice on salaries.

One member commented: "We will keep on watching the situation very closely. Incomes policy will not last 12 months and it will be perfectly valid to put in a claim next April. In the meantime we would like very much to have an



undertaking from the Government that we should have got more." If the university teachers accept the Government's offer it will mean that during 1975 the minimum salary for a lecturer will have increased by over £822 and the maximum by over £1,300. The average professor's salary will have increased by over £1,500.

## College funds 'mishandled' inquiry told

from page 1

The Pricroft Students' Union, alleged that the money, amounting to more than £750, had been a major cause of grievance. The students, he said, had voted to keep full control of the money but this had been refused by the college authorities.

However, Mr Cadbury denied this allegation. He claimed that he, and Mr Corfield, had spoken out in favour of students having control of the money. The trust eventually retained control of one-fifth of the fund.

The adult students, many from

trade union backgrounds, called a strike at the college, rejected the principal, and introduced their self-styled education programme in March after a dispute over freedom of speech.

The tutors, who expressed lack of confidence in Mr Corfield at the inquiry, joined the dispute when they were told the college was to close on a temporary basis at least.

Mr Cadbury told the inquiry there had been a personality clash and ideological conflict at Pricroft between the governors, tutors and students. He said that the lack of faith between the tutors and the prin-

cipal had meant irreconcilable problems at the college.

But the governors had decided to keep the college open during the summer term because of the students, many of whom had given up jobs to attend. He rejected a suggestion that Mr Corfield should have been sent on a special sabbatical while the conflict was sorted out.

Mr Cadbury denied earlier allegations made by the tutors that he owned the land on which the college stood. It was owned, he said, by the Bournville Village Trust. Background, page 10

## ATTI denies 'Marxist plot'

from page 1

Lecturer in particular was at the polytechnic every evening working. Mr V. Chand, a lecturer in economics, whom the report singles out for transfer to another department or another polytechnic for his part in the unrest, was one of the most conscientious teachers, he added.

The report notes that the officers of the union at the time of the troubles were those most actively opposed to authority.

Among other factors contributing to discontent was the building where the department was housed, the report says. "Noise, vibration, dirt from adjacent building construction... added to the difficulties," it says. It hopes that new buildings will shortly be ready for use by the department.

Another factor was the youth and inexperience of many of the teachers. "The normal balance of seniority and experience which brings stability to a department was missing, a factor which was aggravated by the ill-defined manner in which responsibilities and authority were delegated.

"It is not surprising that many teachers increasingly turned to the ATTI branch as a means of speeding improvement in their conditions. A steady increase in the number of meetings and the attendance can be traced from this time."

In conclusion, it says "causes of dissatisfaction were numerous." They included the failure to fill vacant posts, which overburdened Mrs Geach, made smooth working in the department more difficult; the rapid expansion of junior staff which created an imbalance; and the decision to move towards a confrontation with authority through the union instead of attempting a more informal and personal situation.

Mrs Geach is particularly anxious that the report should be published, in order to clear her name. "I have a right to have my name cleared," she said. "If I want to move, how do I explain that I was once acting head of department and am now principal lecturer? It is such a dreadful mess."

Dr J. Simmons, chairman of the ATTI's London joint committee, said if the report had been published by now Mrs Geach would not still be facing allegations. Recently she was cleared by the Education Tribunal of other allegations made at the time of the inquiry.

## Oxford split on validation

by David Hencke

Two groups of Oxford academics divided over validation of external honours Bachelor of Education degree for Culham and ministerial colleges of education, issued rival fly-sheets supporting their respective positions.

Intervention by the academic announced in yesterday's University Gazette. It came in the days before the Congregation will resolve a dispute between the Hebdomadal Council and General Board of Faculties on the validation. The Hebdomadal Council is against and the General Board supports it.

The decision, which has divided Dr Harry Judge, dean of education studies, from Harry Looker, reader in education, is of official importance in the future of external education at Oxford.

If the honours proposal stopped Oxford University from virtually announcing its intention to phase out external teacher education courses.

Among the 50 supporting honours degree are Lord Redcliffe-Maud and the dean of Oxford, Dr C. W. Davies. They say that the colleges would be enhanced by a new honours degree.

Dr A. H. Halsey, director of the Sparrow, warden of All Souls, and administrative studies.

They say that the proposal meant the establishment of a honours school in the university which would break the precedent of awarding honours degrees to internal students.

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## Ahem, MHum or MRerum Nat?

by Peter Wilby

Members of Cambridge University's Regent House may be asked to choose next month between 11 possible titles for a new one-year graduate degree. The ballot, on the basis of a single transferable vote, is due to be held on December 1, but first a ballot may have to be held on whether there should be a ballot.

The new one-year taught degree was first proposed by the board of graduate studies in 1973. It has been agreed that, to prevent funds being siphoned off from postgraduate research as the financial crisis gets worse, each faculty must get approval from the general board for any proposal to introduce a one-year degree.

The problem of nomenclature remains more ticklish and, in last week's Cambridge University Reporter, it is recorded that the board has given its "long and serious consideration" and that the council of the senate has reconsidered it "at length" before proposing a ballot. To assist the voters, the council has listed the 11 alternatives with the advantages and disadvantages.

For example, the degree could be called master of graduate studies. This was originally recommended and it does not conflict with any existing degree. The disadvantage is that it is "a completely unfamiliar title which might not be understood."

Then there is bachelor of philosophy, which is deemed "logical" (in line with the PhD and MPhil) but might cause confusion, particularly overseas, since bachelor's degrees are normally first degrees.

## 'Unfairly treated' AUT settles grudgingly for £312

by a Staff Reporter

An emergency council meeting of the Association of University Teachers has decided to accept the Government's offer of £312 a year with the proviso that "satisfactory" about future salary claims are given.

When the AUT finally accepts the £312, the starting salary for a university lecturer will be about £3,100 for a senior lecturer about £5,150. The professional average, which is now about £8,880, will probably not change much since many professors will be above £8,500, the Government's salary maximum for receipt of £6 a week.

The association's negotiators, who are likely to meet Civil Servants from the Department of Education and Science again today, have been told to try to extract from the Government some recognition that university teachers have been unfairly treated, together with a promise that their salary anomalies will be put right in future.

Saturday's meeting of the council saw a large minority of delegates in favour of straight confrontation with Government ministers. Although a moderate resolution giving the negotiators flexibility in the kind of assurance they accepted was passed, one participant called the mood of the meeting angry.

As AUT delegates began on Monday to prepare concrete proposals

(M Rerum Nat) which "would avoid the use of any existing titles". But, asks the council, "would it be understood?"

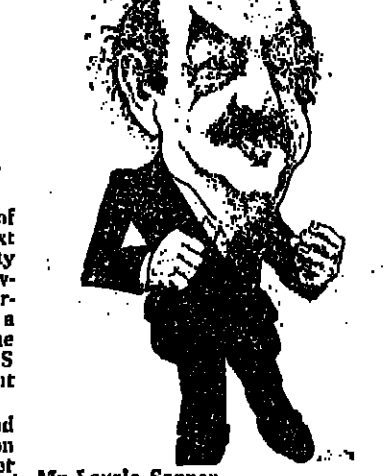
There are three proposals for calling the new degree master of philosophy. But this would probably entail changing an existing, but not yet awarded, two-year MPhil into something else, although it could become MSc or MLit as appropriate—and so could the new one-year course. What, then, becomes of the existing MSc and MPhil?

The council describes these solutions variously as: confusing, very confusing, difficult, inevitably confusing and slightly less confusing.

If this were not enough, the council also puts forward as possible titles master of humanities, master of social sciences, master of natural sciences (MHum/MSocSc/MNatSc). If the last were adopted, it demands to know, would there be confusion between the one-year MNatSc and the two-year MSc?

Finally, suggests the council, there could be separate subject titles for each course, avoiding clashes with existing titles except in the case of philosophy. No confusion this time, but "it could lead to a proliferation of masters' degrees and the board of graduate studies were not persuaded that this was desirable or advisable."

If its collective mind is not exhausted by these complexities, Cambridge must also vote next month on the council's proposals for three student observers to attend its meetings.



Mr Laurie Sapper

The outstanding issues for the AUT have been the size of its cost of living claim and the inclusion of professors' salaries under the Government's anti-inflation policy. If the AUT claim for cost of living payments from October 1, 1974, to September 30, 1975, had been met in full, the starting salary for a lecturer would have been £3,516, for a senior lecturer £7,392 and the professional average would be £9,495.

On the question of professors' salaries, the argument centres on whether, for the purposes of Government pay policy, which began in August 1, the salaries professors were then receiving should be counted, or the notional salaries they had been awarded in arbitration. If the former, then many professors would be below the Government's £8,500. As it is, most have not been deemed eligible by the Government to receive £6 a week.

At Leeds, too, the majority did not expect immediate action but wanted to ensure that by next summer the Government would deal with academic salaries properly. AUT members there are said to be openly talking about restricting student entry into the universities in 1976 if nothing is done by next June.

The AUT council did not lay down the exact form the Government's promise should take, though delegates at last week's meetings were adamant that the £312 was only a partial payment and not a full settlement of the AUT's cost of living claim.

## University standards down, CBI says

by Alan Cane

The Confederation of British Industry this week repeated its claims that standards in British universities have fallen since 1963 and that postgraduate research is often of questionable value. It went on to suggest that a period of financial stringency would do the universities good.

In a document submitted to the Common Select Committee on Science and Technology, which is presently investigating the state of university research, it argued: "The CBI has been alone in feeling that there has been some dilution of quality in recent years."

The document contrasts sharply with the report on research at Cam-

bridge University produced by Professor Jack Linnert (see page 3). The CBI says that companies now restrict basic research to fields relevant to their research and development effort, going on to argue: "It is now realized in industry that close control over the whole innovative process is required."

Professor Linnert had advocated research free of outside interference. The CBI document says it is unlikely that industry will ever support university research to any great extent. In 1963-70, it points out, industry gave £3.6m in university research and said it was satisfied with the working of the dual support system.

The CBI said the universities would ultimately benefit from efforts to adjust to their straitened circumstances. It emphasized the importance of the quality of university research and said it was satisfied with the working of the dual support system.

## Emergency look at learned societies' funds plight

by David Walker

An emergency inquiry into the financial state of learned and scientific societies is to be mounted by a joint committee of the Royal Society and the British Academy.

Officials of the two bodies, which represent the leading figures in the sciences and humanities, hope the inquiry will provide ammunition for an appeal to the Government for funds for the learned societies. The budgets of both the Royal Society and the British Academy are seriously strained and there is no question of their halting out the societies.

In the next few weeks societies ranging from antiquarian historical groups to institutes of chemists and physicists will receive a questionnaire from the committee asking about their finances, the state of their journals and their organization. Societies as well established as the Royal Economic Society have recently been in deep financial trouble and have had to cut back their list of publications.

The Royal Society and the British Academy have appointed a former Department of Education and Science civil servant, Mr Jack Embling, to formulate the questionnaire and analyse the results of this unprecedented exercise. It is hoped that some results will emerge before the end of the year, although Mr Embling said this week that the investigation could take months.

It is understood the two bodies might consider a joint approach to the Government for money when the survey is complete. The figure they would ask for is likely to be minute in comparison with total educational spending but, officials of the societies emphasize, it will mean life or death for many learned journals.

A recent estimate for the needs of societies in the humanities set the figure at £30,000.

Mr Embling's work will supersede a report of the British Academy committee under Professor H. C. Darby of Cambridge which collected facts about the state of the learned societies in history and the arts last year.

This committee focused on problems like those of the Royal Historical Society, faced with the soaring costs of rent for premises in London, rising postal charges and printing costs. In the light of Professor Darby's unpublished report, Sir Isaiah Berlin, president of the British Academy, suggested that societies pool their resources and be given new shared accommodation in central London.

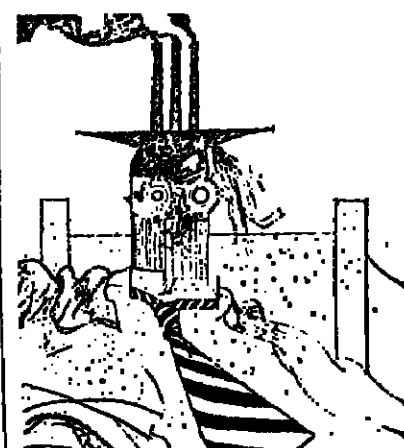
Scientific societies like the Institute of Physics have also been heavily affected by inflation, although the institute, unlike some other societies, has a reasonably profitable publications list and does not have to rely on members' subscriptions alone.

The joint committee will not only be looking at finances. Professor Geoffrey Elton, president of the Royal Historical Society, and Sir Duncan Cumming, president of the Royal Geographical Society, both pointed out earlier in the year that there was scope for amalgamating societies with overlapping interests and for more sharing of premises and facilities.

Mr Embling told THE TIMES that along with the joint committee he was still grappling with the question of what constituted a learned society and how many there were. His work was to provide a basis of factual information for the committee to go on.

It is likely that he will consult continued on page 24

In the front line



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### Bluffers

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Peter Scott reviews a study of British graduate education by Ernest Rudd and Renate Simpson, page 16

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## Data on l.e.a. cuts sought nationwide

Students' unions in further education colleges in every local authority have been asked to contribute to a nationwide survey on education cuts by Mr Charles Clarke, president of the National Union of Students.

He told the NUS further education conference at Central London Polytechnic at the weekend that a national file of local authority decisions was urgently required if the union were to fight the Government's cut-backs.

He urged students at further education colleges to link with other education unions at local level and to argue their case in trades council meetings.

During the opening session of the conference many delegates warned that last year's cut-back had already affected education in their areas.

Among the worst affected areas were Leicestershire and Devon. Last year's reduction in Leicestershire had cut £1m off a budget of £54m. Discretionary awards to students had been reduced from about £275 to £150; travel allowances and lodgings allowances for students reduced; part-time staff posts and further and higher education left vacant and services in canteens and refectories reduced.

In addition, Leicestershire Polytechnic had suffered a cut of £750,000 in its capital programme.

## 'More parents avoid contribution'

Of the 378,400 students not receiving the full grant an estimated 10,000 are not getting the parental contribution which they are entitled, according to the National Union of Students.

Mr Charles Clarke, president of the NUS, who is campaigning for the abolition of the parental means test, told a press conference last week that more and more parents were not willing, or increasingly not able, to pay the assessed contribution.

Several thousand students were having to leave university before they finished their course as they got a job to supplement their grant, which put them at an academic disadvantage, he said.

The NUS is proposing that at the same time as the means test is abolished the Government should stop the child allowance given to parents with children in higher education. This would reduce the cost of abolishing the means test to £20m.

During the week of action on grants planned by the NUS for November 22-29 one day is to be set aside for a protest against the means test.

## £1m building begun

Work has started on Durham University's £500,000 new business school building. It will house all the undergraduate and postgraduate teaching and short courses offered by the school, and will act as a residential conference centre in the North-east.

## Church colleges militant in opposition to closure

by David Hencke

The four Anglican colleges recommended for closure by the Church of England Board of Education last week are planning to take their fight against the proposal to Mr Miley, Secretary of State for Education.

The board of education has recommended that the College of All Saints, Tottenham; Hockerill College, Blunham; St Peter's College, Salisbury; and St Michael's College, Salisbury should cease to exist by 1981. It has asked the Church of England to investigate alternative uses for the colleges.

The recommendations of the board, due to be sent to the Department of Education and Science, will remove 2,320 of the Church of England teacher training places as part of a cut-back from 19,000 remaining places in the 19

The board's decision, recommended by an advisory body, is likely to be challenged at the General Synod

of the Church of England when it meets next week but by then it is likely to have submitted its proposals to the DES which is hoping for a swift decision on the future of the remaining colleges.

Under the board's decision two colleges, Culham, Abingdon and St Katherine's, Liverpool have been reprieved but Sarum St Michael has been unexpectedly recommended for closure.

Students at St Peter's College, Salisbury which launched a campaign before the board met, greeted the recommendations with a protest march to Birmingham Cathedral. Lymington students entered the cathedral and were addressed by Denis Howell, Minister for Sport and Recreation, Mr Roy Jenkins, Home Secretary, and Mr John Gummer, Secretary of State for Education.

Mr Christian Wilson, principal of Sarum St Michael, said the recommendations had greatly disappointed staff and students and he would be

campaigning against them within the Church and at the DES. The closure of the college would mean the end of Wiltshire's only higher education college.

Mr Peter Hampton, principal of the College of All Saints, said the college would oppose closure since it meant a serious reduction in places in North London and an end to a college situated in an inner-city multicultural community.

The governing body of Hockerill College meets today and is expected to campaign against its closure. Three of the four colleges have already admitted students this year on teaching degree courses, including a three year bachelor of education course. The College of All Saints has begun recruitment for a new teacher training degree to start next September.

The board of education has given assurances that all colleges will be able to admit students next year. The DES is, however, likely to want colleges to stop admitting students as soon as possible. Negotiations have still to take place between

the DES and the Church on the final shape of the cut-back.

The Herefordshire Survival Campaign was asked for a statement on the proposed closure of Hereford College of Education which is facing closure after 1979.

In a tough pamphlet called 'Campaign call for a "just, realistic and creative" solution for the college', it is highly critical of the "asset stripping" of the county and the DES.

The DES has given approval for a new college of higher education to be established in Telford, West Midlands, by merging the advanced work at Telford Technical College with Thomas Huxley College of Education.

The DES has also approved the retention of St Mary's College, Twickenham, as a large teacher training college. The Roman Catholic college will have 900 places devoted to teacher training, leaving 300 for other related courses.

## Dr Tolley attacks 'wasteful competition for resources'

by Frances Gibb

Wasteful and unnecessary competition in higher education is preventing better use of resources, according to Dr George Tolley, principal of Sheffield Polytechnic.

He writes in his report for 1974-75: "In spite of having a regional and national system for approval of courses, there are too many courses and consequently we are forced to under-utilize resources in many disciplines."

He outlines how at Sheffield more effective use of resources has been made over the past three years: a 15 per cent increase in productivity of teaching staff; a 15 per cent reduction in per capita spending on equipment; a reduction of 25 per cent in per capita capital spending; and a 20 per cent improvement in the use of accommodation.

Any significant changes in staff, in teaching methods and a change of attitude, he says, "they had duties from teaching to non-teaching staff."

He warns that management in higher education had no real incentive to seek greater efficiency other than a sense of responsibility. True incentive would come only from greater participation by all polytechnic staff at all levels of decision making with more freedom to switch resources to where they would have greatest effect.

On the question of manpower needs, Dr Tolley rejects the claim that more scientists and technologists are needed. "It is true that there is a national over-provision of places in courses in science and technology and true, also, we could secure more... students in our science and engineering courses at Sheffield Polytechnic. But where is the evidence of unmet demand for qualified scientists and technologists?"

An examination of the uses to which scientists and engineers were put and an attempt to raise the quality of engineering and applied science courses were more relevant than criticisms about places being unfilled, he said.

On student housing, Dr Tolley suggests that increasing the number of home-based students is a way of easing the problem. It would not remove it, however, unless there was a national system of direction and control of students' movements, which would raise difficulties and fears of another kind.

But it would be quite irresponsible in the present situation for the polytechnic not to seek to enrol more home-based students, he says. At Sheffield the proportion of home-based students has continued to fall, and the total number needing residential accommodation in 1974-75 was 2,350, of whom the polytechnic placed 1,800.

## Make fourth channel mainly educational, BBC says

by David Walker

Educational programmes should form a large part of the output of a new Open Television Network, the BBC has proposed in its latest evidence to the Annan Committee on Broadcasting.

The Open Television Network and the Open Radio Network could provide patches of "common land" in broadcasting just as the Open concept are intended to provide educational "common land."

The BBC estimates the costs of the broadcasting foundation at about £13m per year, and the capital costs of setting up a fourth network at about £35m. The basic annual running costs would be about £4m and the BBC estimates that programmes, excluding the Welsh language service and the present service of OU programmes, would cost up to £15m.

The BBC says: "This scheme of a publishing foundation which is offered or which commissions all of its output is quite evidently a model for the programme maker to follow. It is a modest purpose for which to use new broadcasting outlets. However, to adult literates or the Open University students the transmission of material intended for them at a time which really suits them is an urgent need."

If the audiences for these networks would be low in broadcast terms, so would the costs, but the advantages to the programme-makers could be enormous. The use of new networks in this way would enable the ideals of the Russell Report to be pursued. If not tomorrow, at least the day after tomorrow."

"There are no programmes of appeal to a broad section of the audience which could not, if resources permitted, find a place on the existing BBC or commercial general audience networks," it argues.

The idea of an autonomous foundation owes much to a former BBC television producer, Mr Anthony Smith, who is now a research fellow at St Anthony's College, Oxford. Mr Smith's idea for a broadcasting foundation has been amended by the BBC to remain at the service of education and minority groups in Wales.

Nevertheless the BBC does not rule out taking the idea of "open access" further. It says that if suitable safeguards against the use of

Stephen Pile at the opening of Kent University's cartoon centre

## Is Andy Capp an x-ray of the collective unconscious?

The last resting place for British newspaper cartoons was officially opened at the University of Kent last week. To mark the occasion a unique evening was arranged in which nine disbelieving cartoonists found themselves academically respectable and tried not to look embarrassed.

They heard that with a £9,500 Nuffield grant Dr Graham Thomas had formed the Centre for the Study of Cartoons and Caricatures which had so far amassed 50,000 examples, ranging from Vicky on Stalin to Andy Capp on Florio. Swallowing hard, they learned that their efforts were to be examined for sociological, phenomenological and semiological content.

First on was Mr Jo Grimond, the university chancellor, who opened an exhibition from the centre's archive. "I hope we have a complete Pantheon soon," he said, somehow setting the unlikely tone for the whole evening.

In the exhibition junketings two ladies introduced as "the Low women"—who turned out to be daughters of the late great cartoonist David Low—said: "We find the centre fascinating, but think father would have died laughing."

Meanwhile, a deferential university journalist approached guest-speaker A. J. P. Taylor and said: "Sir, there's a cartoon of you over here." The historian put down his sherry at the news and went hot-foot to have a look. "Good lord," he said, peering down his specs at an outline of himself leaning amiably on the open jaw of Chairman Mao dressed as a dragon. "Good lord," he repeated, "never seen it before. I'm pro-Chinese you see."

Lectures came next and Professor Sir Ernest Gombrich, director of the Warburg Institute, alarmed the assembled audience by telling them they composed X-rays of the nation's collective unconscious.

A. J. P. Taylor followed with what he called "bits of information" on the Left in the 1930s, mainly distinguished for the fact that cartoons were barely mentioned at all. One bit of information was that in the years preceding the last war he annually predicted there would be no finals due to world conflict.



Kent holds up the mirror to Art doing the same to Nature...

Sadly, the Germans consistently let him down until 1939, when his university let him down by setting exams anyway.

During the lecture a restless Nicholas Garland, of Private Eye and New Statesman fame, pulled out an envelope and doodled a large bow tie with an historian standing behind it, suggesting that for the practice of humour the what is more important than the why.

The evening closed with a panel discussion in which the now incredulous nine huddled round a whisky bottle and parried earnest academic inquiries with deadline realism.

How exacting an onerous scholar, "does a cartoonist build up his bank of observed social types?" "Look," replied Mark Boxer (Marc of The Times).

"Is your main concern to be funny or to make a social statement?" asked another.

"Neither," answered Jak of the Evening Standard. "You just scrape around and hope something comes up by edition time."

David Low once said he could not draw with hate in his heart. Is that a motivational constant? Nicholas Garland reached for his

## Sceptics sent report on value of research

by Alan Cane

Politicians and other sceptics were given a sharp lesson on the value of university research this week by Professor J. W. Linnett, formerly vice-chancellor of Cambridge University.

Professor Linnett, a fellow of the Royal Society and professor of physical chemistry at Cambridge, has circulated a report on "useful" research at his university to politicians and other public figures some of whom had doubted the value of academic research. The list includes members of the Commons Select Committee on Education and the Arts, the Department of Education and Science and Mr Norman St John Stevas, opposition spokesman on education.

In an introductory note Professor Linnett says he prepared the report because he believed there was an impression that much or even most university research was useless. He writes: "I believe that view was false... my primary hope and object was to show that the image of university research as consisting mainly of useless studies of useless subjects was wrong. I believe that the evidence I have assembled does show this."

Professor Linnett warns in conclusion that any governmental interference in the free spirit of university research could lead to serious and disastrous consequences for the material, cultural and intellectual life of the community. "If the most rapid progress is to be made then researchers will perform better if they are not hamstrung by interference from a committee or a civil servant's desk."

Professor Linnett goes on to point out that if the contribution of the universities is reduced, then the production of new ideas, and the

provision of the basic understanding on which practical innovation work can be founded will be reduced in like proportion. "We know that this country has been weak in its investment for the future," he argues. "What I am talking about here is investment for the future and those who consider slashing this investment should think carefully about what they are doing."

In his report—which does not deal with research in engineering and medicine on the grounds that these areas are universally acknowledged to be "useful"—Professor Linnett covers the arts and sciences. He defines "useful" research as: "That in which sensible well-considered questions are being asked and work is being done which is really capable of answering those questions or that research in which a search is being made in a sensible way for some information, material or method which is worth acquiring."

He describes work in energy research, radio-astronomy, organic and physical chemistry among other pure science topics made in the past. In justifying the position of research in the history and philosophy of science he writes: "We do not know how to recognize originality (until after the event) and we do not really know how to foster it, even though there would be tremendous profit in being able to do so. Studies of the history, philosophy and psychology of science and scientists might help us to develop and recognize originality."

In a footnote Professor Linnett includes the Cambridge "autonomous house" designed for self-sufficiency. He comments: "This is an important project in a world in which resources are being depleted and pollution of the environment and waste are becoming problems."

## Universities anxious about teacher training proposal

by David Hencke

Universities are likely to oppose proposals put forward by the Council for Local Education Authorities that would bring in-service and induction education within a central control of regional machinery for courses.

The executive of the Universities Council for the Education of Teachers is recommending to its members that the control of in-service and induction training should be given to separate Regional Coordinating Committees for Teacher Education and Training, as proposed in the 1972 White Paper on education.

UCET is not opposed to the inclusion of initial teacher training courses in the new regional advisory machinery organizations, which will be called Further Education Advisory Councils in the Region.

Professor Gerald Bernbaum, of Leicester University, was also concerned that the independence of teachers on in-service and induction courses would be undermined if they were controlled by committees composed of a majority of local authority representatives.

The universities' views are likely to be discussed at the next meeting of the Advisory Committee on the Supply and Training of Teachers. Comments on the CLEA proposals are being prepared by both the Committee of Directors of Polytechnics and the Committee of Vice-Chancellors and Principals.

Dr William Taylor, director of

the University of London Institute of Education, is more strongly opposed. Writing in his institute's Newsletter, he says: "I do not think that universities would find this (the CLEA proposals) an acceptable situation."

"To urge cooperation across the binary line is one thing. To subordinate the interests of the universities, even within this fairly narrowly defined range of their activity, is another."

He adds: "We can speculate how far the quality of our education has gained from the identity of teacher education with the training organizations. It is unlikely that problems of identity and quality will be adequately discussed within the framework of the new regional bodies, since they will mainly be concerned with rationalization and the distribution of courses."

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Dr William Taylor, director of

## Jobs revolution charted

The "revolutionary", structural shift in employment that has occurred in Britain since 1951 is charted in a new book by Walter Blais, two Oxford economists.

They showed that employment outside industry increased by almost a third compared to industrial employment—and that the greatest rate of increase was in education.

There is a parallel in any other dramatic move," they said in an article in The Sunday Times. "Oxfordshire County Council now employs more workers in Oxfordshire than British Leyland."

They showed that there was a

53.3 per cent increase in local government employment between 1951 and 1973 and a 74.4 per cent increase in educational services (compared with 43 per cent in medical and dental services).

There is no reason why these changes should have happened with such speed in Britain.

"The statistics for staff-pupil ratios in primary and secondary education; for doctor-patient ratios and for hospital beds per head of the population show that many countries achieved similar or better improvements in education and welfare without such a huge and sudden shift of people into the public service as a whole."

## ANNOUNCEMENT

### THEORY AND PRAXIS

Sociological Congress

Free University Amsterdam

19/20/21 November 1975

On November 18, 20 and 21, 1975, the Free University, organises a Theory-Praxis Congress. The fundamental problem of the relation between theory and practice in social theory will be discussed by several outstanding specialists.

November 18: Thomas Luckmann (Konstanz) and David Silverman (London), on Phenomenology and Sociology.

November 20: Albrecht Kwas (Amsterdam) and Alfred Schmidt (Frankfurt), on Dialectical Social Theory.

November 21: Niklas Luhmann and Claus Offe (Bielefeld) on Systems-Theory.

On the first day the lectures and discussions will be in English, while the other days German will be spoken. Registration is Dfl. 70,- to be paid when registering in person during the congress or by cheque or money-order to Theory-Praxis, P.O. Box 5789, Amsterdam, where you may also request more detailed information.

## Grants hold-up hits hundreds

Hundreds of students have still not received their local authority grants, a month after the start of term. University and polytechnic authorities say that the delay is worse than normal. It is estimated that nearly half the students did not get their grants on time. At Manchester University this week at least 350 out of 8,000 students still had not received them.

The Association of Metropolitan Authorities warned in August that there would be delays, following a complaint from Harrow, education authority about the late issue of the new grant rates and regulations by the Department of Education and Science.

Harrow has now informed the A.M.A. that it has just finished paying full grants to first-year students, but that other students are getting grants based on last year's rates. The adjustments are unlikely to be completed before Christmas.

Problems in compiling the information to feed into a computer system caused a third of Oxfordshire students received their grants late. The authority sent an emergency £50 cheque to the students.

In a letter to The Times last week, Mr Peter Buttrill, Secretary of the City of London Polytechnic, said that this should be a standard payment in advance of the necessary scrutiny of parental income.

## Miller intervenes in PNL dispute

Mr Terence Miller, director of the Polytechnic of North London, has intervened in the dispute over allegations of intimidation made by Mr Damian Duggan-Ryan, a senior lecturer in economics at the polytechnic.

Mr Duggan-Ryan said this week that he was not happy with the outcome of an internal inquiry at departmental level and as a result had asked Mr Miller to intervene. He said he was now hopeful that a solution will be found.

He claims that he was threatened with violence after recommending improvements in the polytechnic's higher national diploma sandwich courses in business studies and was fined out of courses within the department.

It is understood that at the internal inquiry it was suggested Mr Duggan-Ryan might resume his lectures on the polytechnic's nominal development course. But he refused to do so, describing the inquiry result as "wholly unsatisfactory."

Mr Hughes supported the idea of students taking a period away from full-time study between school and university. It would help to give experience and maturity of mind, and test motivation for study.

Educational vouchers should be issued not to parents in respect of the period of their children's compulsory education, but to all young people on leaving school, so that they could cash them in by

## £160,000 supplement

The University Grants Committee has given Bath University an extra £160,000 to supplement its recurrent grant for 1975-76. The money will go towards relieving the university's predicted £195,000 deficit for the year.



# Principal blames tutors for Fircroft unrest

by Sue Reid

The primary cause of the dispute at Fircroft College, Birmingham, was the attitude of the four tutors, it was alleged last week at a public inquiry into the dispute. Mr. Tony Corfield, principal of the college, closed this summer after serious student unrest, said that the tutors had been at the centre of the confrontation with the students only acting as "pawns" in the conflict.

Mr. Corfield, giving evidence on the final day of the inquiry in Birmingham, said the blame did not lie with the students, although some were politically motivated and there were "one or two revolutionaries" among their number.

Fircroft College was closed after the adult students introduced their own education programme and refused to recognize Mr. Corfield as principal. In August Mr. Mulley, Secretary of State for Education and Science, ordered an inquiry into the "conduct of the college".

Mr. Corfield said the driving force behind the conflict at Fircroft had been a claim by the tutors that they were being victimized.

It was a lie, claimed Mr. Corfield, that had appealed to the trade union loyalties of the students. But he added: "I never at any time threatened any of my colleagues with dismissal."

Earlier in the inquiry Mr. Harry Newton, the senior tutor, alleged that he had been threatened with dismissal by Mr. Corfield, although they had worked closely together in the past and he had welcomed Mr. Corfield's appointment as principal.

Mr. Corfield said there had been personal and educational difficulties between him and the tutors, one or two of whom, he claimed, had strongly dissented from his approach to education. "Clearly I have lost the confidence of my own senior tutor and the other full time tutors. But really there was no atmosphere of hostility, to come to

## Summer work remains attractive

by Peter Wilby

Most students work in summer vacations, usually for between six and ten weeks, even though nine out of ten are now aware that they are entitled to claim social security benefits in vacations and about 40 per cent have tried to do so.

These are the conclusions of a survey by first year social science students at Kent University who interviewed a quota sample of 110 students (about 5 per cent of the total at Kent) earlier this year about their vacation work in 1974.

The survey discovered that 38 per cent of the students had tried to find work at Easter, 85 per cent in the summer and 52 per cent at Christmas. In each vacation only a few students were unable to find work.

Of those who found work in the summer, 10 per cent worked for less than six weeks. The median length of work was nine weeks. The median summer working week was 38 hours and the median gross earnings were about £24 a week.

Two-thirds had unskilled jobs (either manual or non-manual) and a third had wholly manual jobs. For most, money was the main reason for working (sometimes to finance a holiday) and only 16 per cent expected to gain experience connected with a course or career.

Of the first-year students 45 per cent said they hoped to do more work in summer 1975 than in 1974. In his summary of the report Mr. Mike Fuller, lecturer in quantitative social science and the students' supervisor, suggests that this sum-mer students who registered to get jobs and could not get them.



The performing arts group, Lumiere and Son, pictured above in a piece entitled "Colonizing the Isle of White for the Japanese Emperor", was one of several groups taking part in a week of artistic events in Southampton in July. A photographic record of the week, made by Ron McCormick and Geoff Howard, is on show at the Photographic Gallery, Southampton University, until November 28.

## New union's rules discussed

Rules for the proposed National Association of Teachers in Further and Higher Education are to be discussed tomorrow by members of the Association of Teachers in Technical Institutions at their divisional meetings.

The discussions follow a ballot of ATTI members which resulted in a 8,965 to 583 vote in favour of a merger with the Association of Teachers in Colleges and Departments of Education. The new association will have a membership of about 60,000.

The divisions will instruct their representatives how to vote when the rules are considered by the ATTI council in two weeks.

## Vaizey to head drama talks

The details of a national council for drama training, which was proposed in a recent Gulbenkian report (THES, September 26), are to be worked out by a committee chaired by Professor John Vaizey, professor of economics at Brunel University.

The committee was elected at a recent one-day conference attended by representatives of Equity, the actors' union, the Conference of Drama Schools, the Council of Regional Theatres and the Theatrical Management Association. It is expected to report before Christmas. An open conference on its conclusions will be held in the New Year.

# Don's diary

## Too good to be true

My most interesting letter of the week arrives. Since it's marked "restricted", the next few inches of this column should perhaps be blank, like the Rhodesian newspapers just after Smith declared UDI. Actually the only official secret thing about the letter was that it detailed some students' grades, and the gist of it is so interesting educationally that it needs to be aired.

It seems the committee which oversees assessment has been struck by the fact that quite a few students do better (and more marks) in their free ninth unit than in their major and minor subjects. The FNU is Lancaster's small effort to overcome the baneful effects of too much specialisation.

Any student can choose any course in the university as one of the nine that he or she takes for the BA or BSc (well, not any student, since some departments, mathematics and physics, for example, went back on the original clear undertaking to carry out the "breadth" or free-ninth scheme).

All my teaching is on two FNU courses which I started when I was put out of the English department in 1972. What this interesting letter said was, in effect, that some of my students have been doing too well—scoring higher marks than in their major/minor courses. The university management is, apparently not pleased at this sign of keen, effective learning and thinking on the part of the students and wonders what I can do to—well, not discourage students from learning and thinking, presumably, but

## Independent few

A committee meeting of the School of Independent Studies. We hear good news about the number of students who want to study independently. In 1975 our first wave graduated: there were six. Sixteen are due to graduate in 1976, and at least 37 in 1977. Of the past year's six, three got firsts, two got 2:1s, and one a 2:2.

The usual rabbiting can be heard: "Of course they're exceptional, a minority, unusually highly motivated. There is no evidence that the run of students could make good use of a more liberal curriculum..." We will see. I forecast both a fast-growing demand for independent studies and a sustained high level of work by the students.

When my own courses ("Modern Life in Literature, Film, and Sound" and "Literature and Context, 1914-1950") began to attract students, I took them, and they tended to get those annoyingly good results. Next time round, the number was 46 (results still very good). This year I have at least 60—the number was ordered to stick at by the management, who are tenderly concerned in case I work too hard. The actual demand may have been

## Men of Harlech

To Coleg Harlech to give a reading of my poems and stories. A big room full of eagerly responsive people with a fine appetite for thinking out questions of fantasy



Tom Paine: though you may keep a people ignorant, you cannot make them ignorant.

higher, since one or two colleagues were heard dissuading "their" major students from taking my courses because they were "unsuitable". Fortunately there were also some human beings on the staff (as well as a good many ladies and gentlemen, who do not really care one way or the other), and in any case once the sharp end of a wedge has been driven into the stone face of the Establishment, it can at least stay there, if not get further in.

Tom Paine probably had this sort of thing in mind when he wrote in *The Rights of Man*: "Though you may keep a people ignorant, you cannot make them ignorant."

It is a hard point to make, for what is to be done? Obviously most students will go on coming straight to university from their O-level and A-level square-bushing. But at least if the GCE work were more exploratory, free, etc.—projects would keep more of their natural spark and verve.

One of the best school syllabuses I have ever seen has just arrived from the comprehensive school (Morecombe High) where our own children go: "Film and Television Studies".

They will be doing improvisations leading to the making of film stories, boards, shooting scripts, and finally short silent comedies. They will be studying slides, stills, and posters; films as big business; the history (using taped interviews of).

Assessment will consist of: 50 per cent for written reviews and a log-book of practical work; 30 per cent for contribution to discussion and practicals; 20 per cent for project. And who can take this? The people studying for the GCE O-level of Secondary Education, of course.

Colleg Harlech also struck me as being the right size. There were no forced house-up areas, no sheltered saplings—none of the signs

of an environment so big that people feel overpowered by it, not responsible for it.

Further evidence of this good community at Harlech was the sale of our quarterly magazine, *Fireweed*. No. 1 came out in March, No. 2 in August, No. 3 is due in two weeks. Wherever I go now I carry quantities of it for sale, and one of the best sales has been at Harlech: two people out of every three in the room brought a copy.

This is typical of small settlements, where everyone can feel involved. A century ago in York, in towns with more than 10,000 people, one in 53 belonged to the Mechanics' Institutes, where adult classes were held; in towns between 5,000 and 10,000, one in 17; and in villages in the Ripon area, one in eight.

When this university was smaller, everything worked better. Student meetings were more often spontaneous. Specialists talked to each other more. There were two very different student papers and an excellent magazine, *Continuum*, which published articles, creative prose, poetry, and graphics. Now there is only one student paper, which is really a weekly noticeboard, and *Continuum* has shrivelled into a "little magazine" full of little poems.

We no longer have an autumn arts festival with crowds of two and three hundred for poetry readings. But there are some signs of revival. The student paper is having to grow, to find room for satire, letters, a witty column by the militant president of the SRC.

The other night 70 came to a programme of poetry, stories, folk and blues—the best evening of the year since 1969 or so. Presumably we now have to settle down to being a town—pockets of vitality flanked by tunnels of grey cement, locked doors, and grilly wind.

## Community spirit

David Craig

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## Mightier than the sword



ERIC ASHBY

I have just been watching a television interview with Heinrich Bill, about his novel *The Last Honour of Katharina Blum*. The theme of his novel, he said, was "headline violence", by which he meant character assassination by the popular press in Germany.

In his novel headline violence led to conventional violence, namely murder. The novel does not sit in judgment on which kind of violence is worse; it demonstrates that an assault using the printed word is as evil as an assault using a gun. Not an original notion, of course; I recollect as a child, 60 years ago, writing in my copy-book (two weeks' night penmanship, in those days): "The pen is mightier than the sword. It can also be as dangerous."

In Britain Bill said, our laws prohibit us from this sort of headline violence. How comforting, in days when we are unpopularity in Europe, to be told that we do some things better than the Germans do.

But guess a moment before you lapse into Anglo-Saxon complacency. News headlines likely to distort the course of justice are indeed constrained by law. But news

headlines likely—no! certain—to distort opinion on issues no less important than justice: these are under no constraint at all.

However accurate the reporting may be below the headlines, it is the headlines (and Bill made this point) which influence the beliefs and prejudices and ultimately the actions of even the most discriminating and intelligent people.

This, I suppose, is a lamentable admission that many people, even intelligent ones, do not read the papers: they skim the headlines. Except for matters of special interest to them, the headlines may constitute their sole stock of information on which their opinions rest.

Let me confess (for this is no Pharisaical indictment of my fellow men—I'm as guilty as anyone else) that as soon as I get to the page headed Market Reports I read only the headlines, and as to the page headed Sport, I commonly do not even do that.

So I am surely justified in assuming that there must be other people—the sort of people who have never heard of *The THES* and imagine it is a brand of instant tea—whose understanding of education is as distastefully dependent upon headlines as my understanding of sport. And I therefore conclude that these chaps who compose the headlines (sitting, if one is to believe the films about newspapers, in their shirt sleeves in overcrowded offices) are key people in the moulding of public opinion.

They must have a very difficult job. On one hand the headline should have some relation to the column beneath. On the other hand the headline must catch the reader's eye and help to sell the paper. I'm a realist: let them try leaving all headlines out for a week and see what would happen!

This is not just a place of special pleading for headlines about education. Other vitally important issues are vulnerable to headlines. Our relations with the EEC, for example. There is an argument going on now about the strategy for discharge of wastes into the environment.

The BBC want member countries to stop legal and uniform standards for discharge, without regard to the capacity of the environment to dispose and dilute them. In fact, the point is made, and it is indisputably true, is that prac-

tions about the future needs of society are notoriously unreliable and that universities should not use, unthinkingly, such predictions as the basis of the future needs of society will be two or three quinquennia ahead.

The vice-chancellor of Oxford needs no support from me to defend his views. My concern is that scores of people who read that headline and nothing below it (and I have already met three who confess to this) are murmuring in boardrooms. In the corridors of Westminster, over drinks in pubs and clubs (not to mention hotel lobbies at Blackpool recently). There are those academics at it again, sagaciously defending their ivory towers and expecting the taxpayer to support them.

I'm sure that the headline-writer, with only 27 square centimetres at his disposal, was doing his best. I'm not criticizing him; I'm pretty poor myself at thinking up titles for my own lectures and articles. I know how difficult it is. What I'm trying to do is to put on record the very great responsibility which rests upon headline-writers: the indelible impression which the headlines make on people: the quite serious consequences which may arise from public opinion based on headlines.

In making a plea for a critical study of the sociology of headlines for earnest attention to the art of headline-writing, for recognitions, on the part of editors and the public, of the great responsibility which rests upon those who compose headlines. (Editors may respond that I'm pointing my gun in the wrong direction, that I ought to be leveling against the public for not reading what stands below the headlines. To which I reply that I'm a realist: let them try leaving all headlines out for a week and see what would happen!)

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adoption flexible standards, depending (for instance) upon whether a mill is discharging waste into the Atlantic off the coast of Scotland or into the Trent at Nottingham.

The argument is not about whether the environment should be kept clean or even about how clean it should be. Upon these issues there is broad agreement. It is about the strategy for keeping the environment clean.

On October 12 one newspaper described this situation pretty accurately, but the headline was: "Britain will be odd man out on pollution", and the headline-only-reader could be forgiven for concluding that Britain is dragging her feet in the campaign to improve the environment of Europe. Indeed I have already had to spend some hours in efforts to correct this misapprehension, which would not have arisen if that article had been without that headline.

So the art and ethics of headline-writing, and those who compose headlines, have the opportunity to do a valuable service (or disservice) in the cause of education and other issues. I must in conclusion say what, perhaps, I ought to have said at the beginning, namely that I have personally been the victim (in a mild and amusing way) of a very clever headline.

When I was vice-chancellor of Cambridge there was a scurrilous but cleverly edited magazine called *The Shilling Paper* which extorted its readers and harassed the Establishment every Saturday. Its tactic was to make some outrageous statement and to ask the vice-chancellor to comment on it. I fell for the trap once. "Yes," I said, "I will comment if you promise to put at the bottom of the page the words: 'The editor agrees.'"

The editor agreed. So I said that my comment was that the editor's assertion was "lies, nothing but lies."

When the paper appeared on the following Saturday there was a photograph of myself on the cover, attired in vice-chancellorial robes, with my mouth open as if I were shouting. The headline read: "Lies, nothing but lies." Ever since then I have had great respect for the composers of headlines. The pen is mightier than the sword and the headline is more powerful than the column beneath it.

Higher education is in for a diffi-

cult year. May I respectfully (and you see why I say "respectfully") appeal to the composers of headlines not to add to the difficulties of universities and polytechnics. We are spared the "headline violence" about which Heinrich Bill wrote, but we are not immune from "headline provocation." And it is commonly believed (though I'm sure it is a misconceived belief) that the headline is the considered verdict of the editor on the content of the column.

Douglas Morrison, chief sub-editor of *The THES* comments: It might be instructive for readers to try the following exercise: write the headline for Lord Ashby's column, using 14 characters a line, in either three or four lines. It must not be believed (though I'm sure it is a misconceived belief) that the headline is the considered verdict of the editor on the content of the column.

The major problem of the sub-editor writing a headline is how to fit lumps of metal into confined spaces within a limited time. Newspaper production imposes these constraints; and while journalists ought to bear in mind their responsibility to the truth and the public at all times it is the practical consideration that lies behind the exercise of a very clever headline.

As a lugubrious former colleague of mine used to say, knowing the value of a good misquote: "Had we but space enough, and time, This headline, laddy, wore no crime."

Given enough time and space the perfect headline for any given story can be crafted. Yet with pressures on both, human frailty may lead to something less than the ideal, to the kind of misleading headline that Lord Ashby rightly abhors.

Ultimately, given that sub-editors do try for a responsible approach, and that the limitations do cause them to miss the mark occasionally, it might be best to remember that headlines are essentially signposts, and that those who read only signposts and pay no attention to the road beneath, can find themselves in the mire.

Lord Ashby has accepted an invitation to sit at the sub-editors' desk for a day to see the problems of headline writing. Editor.

# Department 'riven with dissension'

General conclusions of the £40,000 inquiry into the business studies department at the Polytechnic of the South Bank

Street, and the department have been that much more effective. But others at Francis Street took a different line. Taken by some of the longer serving teachers was an understanding of the change expected of them was simply too great to carry their positive support. That taken by some of the younger members to the most recent differences with Mrs Geach and her presence. We should expect them to have their differences with Mrs Geach and her presence. We should expect them to have their differences with Mrs Geach and her presence.

Even so, a more stable situation might still have prevailed if the fabric of seniority and authority had been present, defined and understood. It was taken by some of the longer serving teachers was an understanding of the change expected of them was simply too great to carry their positive support. That taken by some of the younger members to the most recent differences with Mrs Geach and her presence. We should expect them to have their differences with Mrs Geach and her presence.

The rapid expansion of junior staff created an imbalance; and the decision to move towards a confrontation with authority through the union instead of attempting a more informal and personal approach to the most recent differences with Mrs Geach and her presence. We should expect them to have their differences with Mrs Geach and her presence. We should expect them to have their differences with Mrs Geach and her presence.

As soon as possible a faculty role should be established outside the committee structure. The gap between the course director or subject leader and the assistant director is too large; a faculty dean with a coordinating role is required.

The director and his deputy should meet, in the presence of the assistant director, to discuss each subject team and with each course director and define the structure of responsibility and authority. In particular, junior staff must be left in no doubt to whom they respond and in what respects.

More careful consideration should be given to special dispensations or relief from teaching and attendance at the polytechnic to attend to outside interests. Staff should be encouraged to regard their presence in the college of their own free will, not as a duty to whom they respond and in what respects.

A practice of departmental staff meetings, at least one each term, should be established.

Duties of course directors and subject leaders should become the subject of official appointments. They should cease to be considered as responsibilities which can be taken up or dropped at the whim of the individual concerned.

All teaching staff below the level of head of department should have a regular teaching commitment, however small, in cases where specially heavy administrative burdens are carried.

A formal internal grievance procedure should be introduced as soon as possible.

The ATTI should be urged to consider very seriously the amalgamation of the three existing branches of the union into a single branch representing the polytechnic as a whole.

These recommendations, which are further to those given in the findings, are offered in the hope that they will be agreed with the policies of the council and academic board of the polytechnic of the South Bank. The union does not wait to see any departure from uniform practice introduced into one department or faculty of the polytechnic.

A third appointment, at principal or senior lecturer grade, should be advertised both externally and internally. The incumbent should be given a charge of the responsibilities of the post. The selection committee should include an expert from outside the college.

The assistant director, for the time being, should be advertised both externally and internally. The incumbent should be given a charge of the responsibilities of the post. The selection committee should include an expert from outside the college.

The inquiry into the running of the business studies department was set up earlier this year to investigate complaints by lecturers about the decline of the department. Mr. John Geach, after about 70 lectures, was given a positive vote and have invested in him the authority required to discharge his duties. His office in the

*"The only end of writing is to enable the reader better to enjoy life or better to endure it"*

Dr. Samuel Johnson

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*"Every quotation contributes something to the stability or enlargement of the language"*

Dr. Samuel Johnson



# David Walker examines the Social Science Research Council's Ethnic Relations Research Unit

## The value of a cool academic look at race relations

The Social Science Research Council's race relations research unit was not set up to do much in a practical sense for Britain's coloured minorities. Within a year of its foundation it changed its title to "ethnic relations unit", emphasizing that its perspective is academic, its work aimed at understanding race relations coolly with the tools of the various social science disciplines.

Professor Michael Banton, its director, is by nature cautious and takes a modest view of what research can offer. "We have a healthy fear of being oversold, of promising but failing to deliver the goods. Our main focus, in fact, is the academic community rather than the wider world; the unit was set up to do a missionary job getting the social science disciplines interested in research in this field."

Some sociologists consider this low profile sinks below the horizon of influence. One man went so far as to say the unit was distinguished by the fact that none of its work had embarrassed the Government. The unit's staff have certainly laboured to avoid any taint of controversy or the manipulations of their work by politicians, black or white.

The academic perspective need not be colourless. Two pillars of sociological research and theory in race relations in this country are Professor Banton and Professor John Rex at Warwick. They differ enormously. Where Professor Banton's work has been scholarly and historical and much of it in the service of government, notably on police affairs for the Home Office, Professor Rex has worked through rigorous empirical studies to a rigorous theory of plural and colonial societies, while engaging in strong criticism of the "race relations establishment".

Despite that the two men come together in their faith in academic

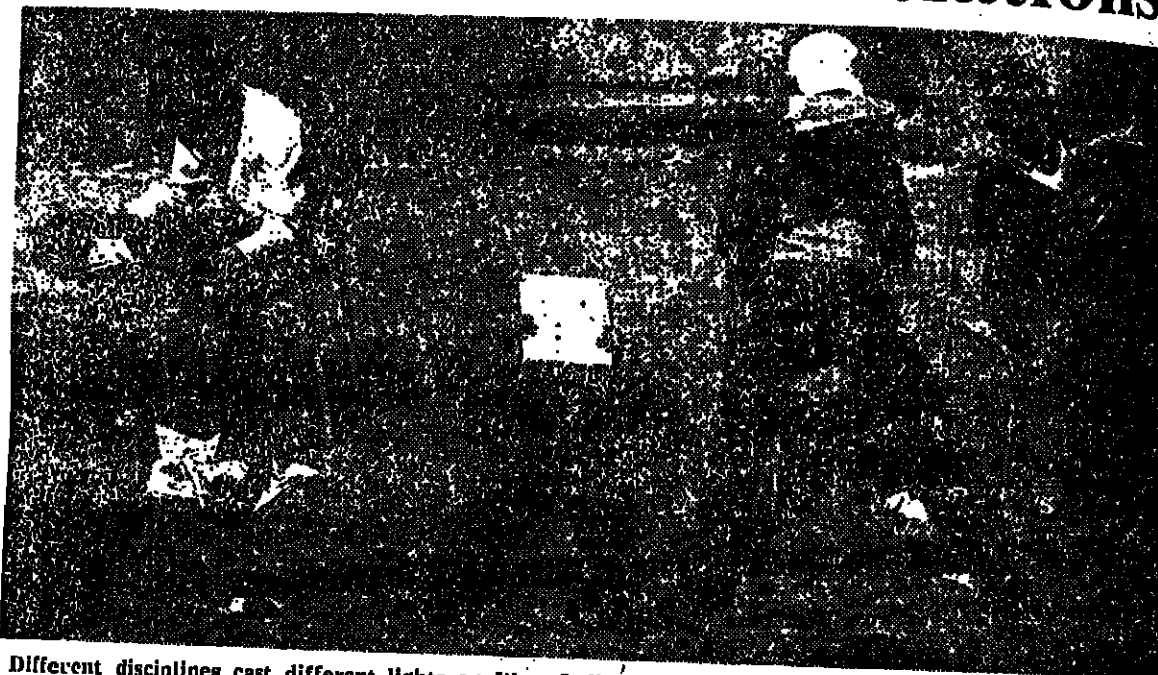
work. Professor Rex put this strongly in an article two years ago, when he said: "I believe that we can do more for the people of Notting Hill or Handsworth by setting their problems within a wide context of sociological theory than we can by ad hoc strategies which may involve much heroics but which will be doomed to failure."

Professor Rex was referring to the takeover of the Institute of Race Relations in London—formerly one of the major centres of research—by people who believed it should be more active politically, the kind of "politicization" the Bristol ethnic relations research unit has strongly resisted.

The unit was set up appropriately enough in Bristol, former capital of the West Indian slave trade, in 1969 because the SSRC felt that insufficient attention was being given to race relations and that research was not of high enough quality. It was to do "fundamental" research applying social science theories and methods to seek explanations about the structure of, say, the Indian community or black attitudes that were of general application.

It took its place in the fraught politics of race relations research alongside the Home Office and other governmental bodies like the Community Relations Commission and the Institute of Race Relations. Its main role was to proselytize on behalf of race relations in the various disciplines where the questions posed by race were largely ignored.

One sociologist said there was a real need for a "centre of excellence" in race relations research if only because a lot of very bad work was being done, particularly in the colleges of education. They were tending to mount "crackpot" surveys which annoyed coloured communities and worked with simplistic theories of assimilating immigrants into the metropolitan society.



Different disciplines cast different lights on West Indian youths.

People at the unit would admit that its proselytizing has not been as successful as it might and race relations remains a Cinderella. The reasons for this are apparent. Marxist theory, which has influenced many sociologists, has little to say about race. Also the "woman question" is now fashionable, overlooking the issues of blacks and their position in society.

The British Sociological Association has made faltering steps to encourage research but a joint initiative in stimulating interest together with the Royal Anthropological Institute had come to nothing. The BSA's list of researchers in the field remains painfully small.

With its far-flung staff in London, Manchester and Bristol it tries to organize regular two-day meetings to discuss research reports. Professor Banton describes his role as chairman rather than director, saying that all the researchers, who now number over 20, pitch in. He insists that it was highly autocentric in formal terms.

Nevertheless the basic philosophy of the unit is largely Professor Banton's. Indeed, a race relations researcher at another university commented that it was difficult to assess the work of the unit apart from that of Professor Banton himself.

Professor Banton has set his face against race relations becoming an academic specialty in the way of industrial relations. "Work in the field: from the beginning was related to problems within the research disciplines. The unit is multi-disciplinary in the sense that a researcher's work, such as that of Dr Peter Weirich on identity, could be informed by the perspective of other disciplines."

The SSRC intended the unit to have a countrywide focus and one of the first projects to get off the ground was a study of different racial groups settled in Leeds. "Research workers from different disciplines would be looking at a common set of circumstances and, because each of them would be in touch with a particular section of the population, it would be possible to compare the ways in which the pattern of majority-minority relations appeared in different groups."

In practice this involved a sociologist looking at white attitudes, a social anthropologist at the structure of the Sikh community, and a social geographer at young West Indians. Actually the results of having a team in the city were rather disappointing. Professor Banton admits: "Research workers would have needed a longer period of preparation if they were to agree on an overall plan. Working within the disciplines can endanger communication between them."

After the completion of the Leeds project the majority of the unit were Dr Weirich's. A psychologist interested in quantitative methods and Mr Robin Ward in charge of a research programme on race and housing, particularly in the Manchester area.

Mr Ward, the unit's deputy director, who has published work on immigrant housing in inner Manchester, said he prized the academic colouring of the unit's work, though it often made the staff feel like middlemen, caught at from both

sides. Some whites identified researchers as sympathizers with the immigrants or agents of the Race Relations Board, while some blacks took them as employees of the housing authority and hence as enemies.

The unit's work in housing is reckoned by many social scientists to be its most important contribution so far. But its overall output of research is considered to be sparse. A source in the Community Relations Commission said he had hoped the unit would produce the conceptual and basic empirical work that the CRC could "live off" and use in its own research.

"We should be taking their findings and directing them to policy issues, but instead we find the basic information is not there", he said.

But in defence of the unit, Professor Banton emphasizes his academic conception of academic work. He has never claimed that "results" are easily assimilable to the everyday race relations problems as conceived by either the Government or the CRC or the Race Relations Board would flow from the unit, though his staff hint at a "breakthrough" in the next few years.

Besides, the unit trains researchers in the field and the CRC has itself benefited from recruiting at least two former graduate students attached to the unit joining its staff.

Nevertheless other able researchers in universities, when asked how the unit has affected their work, almost unanimously say they have been surprised at how little published material it has issued. This is excluding the individual contribution of Professor Banton who, it should be added, is officially only part-time director of the unit and holds his chair and teaching responsibilities at Bristol University.

One sociologist ascribed the relative lack of publication from the unit to the SSRC's policy of concentrating research in one unit, and spending £85,000 a year on it, while never ostensibly confining all research in this area to it. One sociologist said that on balance he was in favour of spreading the money but the major problem remained one of generating more interest in race relations as a fit subject to study.

A further problem which has exercised the unit is the relationship of its work to government policy. Professor Banton feels there is a thin line between academic work and work of interest to policy-makers which the unit must delicately tread.

The unit's prospectus says: "Most of our studies have relevance to policy concerns. The work on identity structure will provide a more systematic understanding of the psychological problems of young people, white and black, in multi-racial schools and neighbourhoods. The work of the social anthropologist has opened up to his colleagues in the unit new aspects of the life and outlook of members of a particularly important minority. If the staff think it illuminating, non-

specialists should find that it reveals to them a new social world. "Our housing research is relevant to the decisions of planners, local authority housing managers and others who are concerned with the housing market, not least the people who have to find accommodation within it."

That said, the Government was told earlier this year by a Home Office advisory committee that race relations still did not attract sufficient money or intellectual effort and emphasized the need to bring research into a closer relationship with policy. The committee, which included Professor Banton, said research was needed in looking at housing and employment opportunities for minority groups, housing and low attainment at school among minority group children.

The report did not directly evaluate the Bristol unit. However, it did recommend that the Home Secretary advise the SSRC set up a joint review of the need for "action research"—the collaboration of academics and professional practitioners in mounting a research project.

The verdict of most social scientists is that the role of the Bristol unit—as a unit as opposed to the work of individuals like Professor Banton, Dr Weirich or Mr Ward—has yet to emerge as a vindication of the SSRC's policy of concentration. The staff of the unit are quite clear, however, that in practice a multi-disciplinary unit can work when the ideas of a particular specialist are rooted in the heart of another discipline's concepts and methods.

Bristol, then, is an unfinished experiment. It is a test of a special form of academic organization, of intellectual cooperation and of communication with the wider academic world. It is also a test of fundamental work in an area where Government and public are intensely interested in results and where policy considerations dictate the flow of funds and interest.

Beyond this there is the problem of how to assess the SSRC's policy of concentrating research in one unit, and spending £85,000 a year on it, while never ostensibly confining all research in this area to it. One sociologist said that on balance he was in favour of spreading the money but the major problem remained one of generating more interest in race relations as a fit subject to study.

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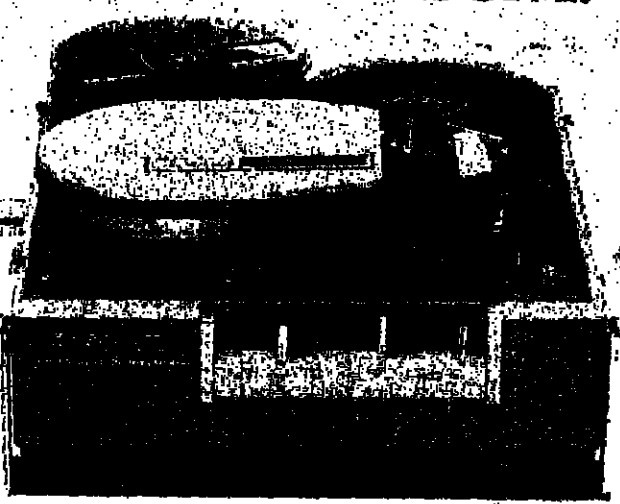
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Frances Gibb reviews the birth pangs of Buckinghamshire College of Higher Education

## Town and country link in gamble that has succeeded

The Diploma of Higher Education is something of a gamble wherever it is run, but never more so than at the new Buckinghamshire College of Higher Education where its launching in September coincided with the birth of one of the new institutions generated by the re-organization of the colleges.

To an outsider, the merging of High Wycombe College of Technology and Art with Newland Park College of Education to form a college of higher education appears to be fraught with difficulties. Both are from very different traditions; the former primarily vocational, developed to meet the light industry needs of the town—timber, furniture production and design, and management. The latter, 12 miles away, is rooted in the liberal arts tradition and nestles in 200 acres of Buckinghamshire parkland.

The contrasting environments of town and country reflect the contrasting vocational and academic emphases of each college. But the differences were not only internal. High Wycombe was a constituent member of the Thames Valley Regional Management Centre and the Council for Academic Awards validated its degree courses. Newland Park's teaching certificate and BED degree course came under the aegis of Reading University, on the other side of the binary line.

It is surprising, therefore, to find that the merger stands out as smooth and comparatively problem-free, and that staff boast of its being "one of the happiest mergers". The main reason, according to Dr D. J. Everett, the principal of the new college, was the working together of best staff on the DipHE. "There was a will to make it work," he says.

The DipHE is not only the symbol of the colleges' union, however; it is also a blueprint for future planning. All committees involved staff from both the colleges in equal numbers, so that representation did not reflect their respective sizes.

Second, membership of the committees was confined to those who were considered to have a vital contribution to make, regardless of

their standing in the departmental hierarchy. Inevitably, this caused initial resentment among some senior and older members. But the result was that people won the respect of their opposite numbers through professional merit," Dr Everett explained.

All 102 students coming this term to the college for teacher training with two A levels are channelled first through the DipHE, whether they intend to go on to the BED or not. In addition, there are another 97 students on the teaching certificate course this year, so the teacher training intake is up on last year's 160 but about 40, although how much this is due to the new course is hard to say.

A main feature of the DipHE at Buckinghamshire is its large subject areas. On the foundation year there are four main areas; for instance, "European since 1945", which, like the other subject areas, spans several disciplines, in this case economics, politics, geography and sociology. Later in the course students can specialize.

It is an experiment for staff as much as students; not only will the staff be working in subject areas other than their own, but they will be teaching in teams, and a seminar is run by a group rather than one member of staff.

The DipHE is, therefore, one very obvious and important feature of the merger. But what are the other effects? The old departmental structure of the two colleges has been dissolved and replaced by eight schools, three of which will act as bridges, straddling the two halves: humanities and social sciences, mathematics and science and environmental sciences.

Mrs Diane Graffy, dean of the new school of education and social science, sees the merger as a welcome breaking down of the barriers between theory and practice. "Sociologists and others doing psychology and social work will be taught alongside people training as teachers."

"In more practical terms," Dr Everett added, "the lecturers hope that some childhood tragedies might be avoided. If social workers and



Above: High Wycombe College of Technology and Art—developed to meet urban light industrial needs. Right: two views of Newland Park College of Education, rooted in the liberal arts tradition and nestling in 200 acres of Buckinghamshire parkland.

teachers understood each other a little better."

Another major effect will be that further and higher education will be thrown more closely together. High Wycombe where the usual polytechnic courses—degrees, and higher national diplomas—are taught beside further education courses and General Certificates of Education in roughly equal proportions.

"The college had to meet the needs of first-day apprentices and postgraduates," Dr Everett said. "And there is a spin-off; it does no undergraduate or postgraduate student any harm to have sight of the work of the young apprentice."

For the Newland Park student teachers it will mean that they are in touch with the age group and work of students they may later teach. Two schools, notable strengths of the High Wycombe college, illustrate well this blending of further and higher education. One, the School of Art, Design, Furniture and Timber, is not only the national training centre for the whole of the timber industry, but it also runs

degree courses in interior design, furniture and silversmithing alongside dry release apprenticeship classes in furniture production and management.

Because of its specialized nature, many of the school's students come from abroad and about half its intake is comprised of overseas students.

This internationalism is evident in another of the college's schools: the School of Business Studies and Languages, whose postgraduate diploma in export marketing has attracted to colleges like Bulmershe College of Higher Education with horror. "As yet no student has applied to finish his degree at another polytechnic."

Within the polytechnic itself there is still scepticism about the course and there have been clashes between academics about the level of attainment of a diploma at the end of two years, compared with a student on a degree course.

On an academic who was initially horrified at the work of diploma students, now changed his mind after meeting the students. "I have to admit that the diploma students seem more critical, independent and livelier than many other students on degree courses. Whether this is caused by a process of self-selection I don't know, but it is certainly noticeable."

No academic has yet been prepared to challenge the whole NLEP concept. Other courses are being prepared at Manchester, Middlesbrough and Sheffield polytechnics which could follow NLEP principles even before the original course has been fully evaluated.

Mr Toby Weaver, chairman of the validating board and a staunch supporter of the project, is aware of the consequences of defining "catch up" on the body of knowledge required during the second year of the diploma. At the same time the student's method of inquiry or "independent study" will not be challenged while he is studying for a diploma.

Obviously this would not work with every subject and existing negotiations at NLEP are continuing.

Both director and staff insist, however, that they will not be introduced at the expense of further education, and some staff deliberately choose to continue teaching lower level work. "It's an absolute firm policy that the director intends to continue," Mrs Graffy said. "We couldn't have lived with the radical changes if he hadn't insisted on this."

Despite the obvious advantages of having a foot in both the FE and HE camps, the prime disadvantage is lack of money. Although the college runs degree courses, and with 2,000 full-time and 7,000 part-time students is the size of some polytechnics, it has not enjoyed the same financial success. All its changes had to be effected within existing resources.

The Department of Education and Science has smiled favourably on the teacher-training side, in that its projected cut of 25 per cent by 1981 has not been applied to the average. But if the development of more degree courses is not to be at the expense of the lower level work, Buckingham will have to have resources to match its aims.

## Is there a primitive mentality?

C. R. Hallpike discusses the relevance of Piagetian psychology to primitive societies

When I was conducting field work in the mountains of Papua, the natives believed that I was one of their deceased kinsmen returned from the dead; and a tribe in Ethiopia told me that their age-grading system made the crops grow—two of those classic cases where the thought of "primitives" seems irreconcilably different from our own.

While such differences have long been recognized, anthropologists prefer to explain them as the consequences of culturally determined beliefs, values, and knowledge; thinking itself, so goes the conventional wisdom, is the same in all places and at all times.

To some extent this attitude derives from the ethnographic situation in non-literate societies; much of our time in the field is spent establishing just what are the general socially accepted beliefs of the society we are studying, and we give little attention to learning concept formation, and problem solving by individuals.

Yet, though anthropologists usually prefer the euphemism "non-literate" to "primitive", they seem to have been inhibited by their aversion to psychology from considering the possibility that schooling and literacy as experiences in childhood might have an important effect on the thought processes of individuals, and that other environmental characteristics of small-scale, face-to-face societies with subsistence ecologies might have comparable impact on the cognitive functioning of their members.

There is in fact a large body of evidence from developmental psychology that the way in which people classify, manipulate verbal and numerical concepts, argue, and represent reality is very greatly affected by these socio-environmental factors just referred to.

If this is so, then one can no longer regard the human mind as at all times and in all places, passively receiving the impressions of a particular culture. On the contrary, while one can continue to assert the basic uniformity of potential in the human mind, actual mental processes, as well as beliefs, values, and states of knowledge, may be very different.

The theoretical foundation for this view of mental difference is supplied by Piaget, on the basis of his classic studies on the cognitive growth of children. He has shown that, contrary to behaviourist and associationist theory, the child does not simply copy his cultural environment, in a crude way, by mental processes akin to those of adults.

On the contrary, Piaget demonstrates that learning goes through a series of stages, each with characteristics of its own, and in each stage new potentials of the mind are utilized, building on those conceptual schemes already established.

The child initially begins to understand the world by manipulating it physically, and these first manipulations lay the foundations for the elementary logic-mathematical concepts and the basic notions of causality, while the child comes to realize that, in physical terms, he is an object among other objects.

The acquisition of language and mental imagery allows the child to interiorize his representations, instead of having to perform them with his hands, but even though he can now form more complex representations of reality his thinking is still tied to the appearance of physical objects.

This state is mitigated as the child begins to grasp the principles of conservation, that is, how crucial dimensions such as length, weight, and volume, and so on, remain the same in spite of an alteration in other dimensions. In learning to distinguish between the apparent and the actual behaviour of objects, he grasps that he stands in the same relation to other people—such as "brother"—as they do to him, and acquires on the social plane the same awareness of his difference from those around him as he earlier acquired in relation to physical objects. He also learns that events may occur at random, unbidden and conforming to no pre-ordained pattern.

In the last major stage of cognitive development, the child finally breaks his ties to the concrete, and becomes capable of handling reality solely at the propositional level, without reference to action or imagery or actual experience. Hypothetico-deductive thinking thus becomes possible.

The child now begins to search for rules for problem solving, instead of relying on trial and error, and becomes capable of grasping kinds of relationships—relating to proportion, equilibrium, and probability, for example—that were previously inaccessible to him.

The process of cognitive growth is thus marked by the progressive dissociation between the child and the objective world, though the ability to treat language and thought as phenomena in their own right, distinct from the context of utterance or experience, develops only late in the process.

But Piaget emphasizes that these stages do not arise spontaneously from within the child—they are the result of an active and constructive process of interaction between the child and his environment, whereby he assimilates experience to his existing conceptual schemes, and also accommodates to that experience and the demands of his environment.

The most significant of these demands are those of communication and collaboration with other members of the society, the manipulation of the environment, and purposive action, the result being the progressive socialization of thought.

In this theory of cognitive growth, action, imagery, and propositional hypothetico-deductive thought are all ways of reasoning about the world and responding to it differently, but they represent it in quite different ways, with different potentialities.

And Piaget also suggests that, in certain cultural environments, it is possible for cognitive growth to take place before the child has begun to think, and some concrete operations are attained.

Piaget's research has been carried out in Switzerland, with literate middle-class children, and though it has received an impressive endorsement from studies of other European and American children, it is vulnerable to the objection that it is culture-bound and can have no universal validity. Piaget is aware of this, and concedes that cross-cultural studies of necessary quality are very difficult to conduct, and therefore few.

But his predictions on the attainment of conservation of weight, length, volume and so on, lend themselves readily to testing, and developmental psychologists have done in a wide variety of non-literate societies.

While the problem is experimentally complex, and the results do not all point to a consistent conclusion, it has been found that conservation of the various dimensions is usually acquired in the order that Piaget predicts, and that the rate of acquisition is delayed for the non-literate as opposed to the literate, the rural as opposed to the urban.

Furthermore, conservation is sometimes not attained at all by a substantial number of those tested in respect of some dimensions like volume. Other tests, especially in New Guinea, also confirm that formal propositional thinking does not seem to develop at all in some non-literate societies.

It may be objected that conservation is a somewhat narrow foundation on which to base the validity of a far-reaching theory, and there is much force in this.

But Piaget's very significant contention that the awareness of the mind, as capable of mediating experience, is only evolved slowly and late in the child's cognitive development is strongly confirmed by ethnographic experience, as well as by some findings of cross-cultural developmental psychology.

We might expect that in non-literate cultures, where language and thought are integrally related to the context of utterance, people simply have no evidence for a "mind" since its two most significant



An Eastern highlander of New Guinea in traditional singing gear.

manifestations, thought and language, are not experienced as phenomena separable from the real world.

Literacy is a fundamental means of separating thought and language from their contextual association with the world of everyday experience, and developmental psychologists have done a great deal of work in assessing the cognitive impact of literacy and schooling in traditionally non-literate societies.

It has been shown that schooling, by teaching children outside the context of daily life, allows them to treat learning and mental activity as an end in itself, and literacy, in particular, allows them to manipulate language independently of its context and referents.

Children become able to classify economically (that is, on the basis of salient features) rather than in terms of function or use, or associations in everyday life. They begin to search for rules, for principles that will generate answers, rather than being content with trial and error, and become aware that alternative solutions to problems are possible.

Children also come to describe and explain their own mental operation in a way that shows they can dissociate it from themselves and from the physical world—they overcome conceptual realism, in fact, in these respects they differ from their non-literate fellows.

While a great deal of cross-cultural research remains to be done, it is clear that so far Piaget's contention that cognitive skills vary as a function of culture, and that some cultures do not push cognitive growth as far as others cultures, is strongly supported.

It must be emphasized, however, that there is no question of adults in "primitive" societies simply being the intellectual equivalents of children in our society.

Rather, they develop to a high degree of skill throughout their lives, their cognitive abilities which are appropriate to the demands of their environment. Such skills are obviously, however, more related to the understanding and control of people than to the scientific analysis of nature.

So far, we have been considering the cognitive growth of individuals, but there is no reason why basic developmental principles may not be applied to the evolution of belief systems, and collective representations generally.

While traditional cosmologies of non-literate societies have some similarities to systems of scientific thought, there are also some important differences, which can be attributed to a number of socio-environmental factors apart from literacy.

In "closed" societies without literacy, in which everyone knows everyone else, and daily experience is shared by all, children learn by doing, in context, and it will not be necessary to make explicit the basic rules and categories of the society—these can all be taken for granted.

Thus communicators in situations of shared experience and comprehensive mutual knowledge can make free use of allegory, irony, allusion and concrete symbolism, which depend on intimate, specific knowledge of the context of utterance.

These techniques are highly effective for social control and communication, but are generally opaque to outsiders.

Correspondingly, in our type of "open" society, a vast amount of our very generalized and/or abstract forms of communication are necessitated by the lack of shared experience between communicators. And it should also be noted that the institutions of primitive society are not usually organized in terms of explicit and overriding purposes.

Nor is there much opportunity for members of primitive society to compare their beliefs and customs in any detail with those from very different societies. We find, therefore, that the collective representations of primitive society are context bound, concrete, non-specialized, affective and symbolic, more effectively communicated from conviction, not from conscious reflection or persuasion.

These modes of thought are well adapted to the environmental circumstances of primitive society, but change in response to the need for more effective communication between members of different groups—the need for translation, in fact—to the need for more generalized strategies for dealing with the unfamiliar, and to the development of conscious purposes in the shaping of social institutions.

The evolution towards representations of reality that are generalizable, specialized, abstract, impersonal, objective and relativist can be discerned in the history of the natural sciences, especially in quantification and measurement, time reckoning, writing, geometry, and also in many spheres of social life, including religion.

This evolution resembles in many ways that from the syncretic to the socialized which Piaget describes for the child, and which is stimulated by the necessity of communication in work, and purposive action.

The conclusions of developmental psychology thus lead us to consider thought as an assemblage of cognitive skills and strategies which develop in an adaptive relationship to a particular environment, rather than as some unchanging, unitary faculty.

Piaget's constructivism, his emphasis on interaction with the environment as the means by which cognitive skills and representations of reality evolve, also provides a more realistic theory of the relationship between modes of thought and social organization than those, like Lévi-Strauss, who argue that the basic forms of classification are innate.

Equally, it holds the same advantage over those followers of Durkheim who still maintain that social organization determines modes of thought, independently of individual cognitive processes.

It is therefore no longer possible for anthropologists to maintain that the cognitive functioning of individuals is irrelevant to the nature of the collective representations, and to discuss modes of thought without any model of the mind. If they disagree with Piaget's model it is up to them to supply a better one.

The author is an independent researcher who has carried out ethnographic fieldwork in Ethiopia and New Guinea.

## Time to put the focus on part-time study

In all the recent discussion about the need for research in universities "cutting off the fat" "selling the art treasures", "cutting down research commitments", "reducing the number of postgraduate students", "worsening the staff/student ratio", the emphasis is totally negative and in some cases destructive.

Alongside these discussions runs another, equally critical, that has to do with the supposed attitudes of the universities to the society which gives them life. Universities, it is said, are ivory towers, are bastions of elitism, concern themselves almost wholly with a highly selected group from a narrow age band, pay no concern to whether or not their activities have economic or social relevance, fail notably to use the fullest use of magnificent plant and resources, both human and material.

Whether or not these criticisms are true in whole or in part will depend upon a point of view. What is certain is that they are of very little use in helping universities to do better.

What surely is needed is a scheme which will enable universities to open themselves and their unique resources systematically to an infinitely greater number of people than at present make use of them.

Many British universities have extramural departments which have excited the admiration of visitors from abroad. For generations (some for 60 years or more) they have earned the name and reputation of the universities into the towns and villages of the surrounding countryside.

But it is possible that the very success of the work of these departments (and of those internal departments with a commitment outside the walls) has prevented the universities from seeing their extramural function in the round, as an obligation the university as a whole owes to society.

Has not the time come for at any rate some universities to match their concern for undergraduates and postgraduates with an equal concern for continuing education? And in view of the current debate about universities is not the period of planning for the quinquennium 1975-80 absolutely the right time for such a consideration?

In a sentence, the kind of scheme we are thinking about would ask the universities to take the difficult step of using their resources as systematically for part-time study as they do for full-time study.

Poehs, the most important phrase in the last sentence is "as systematically as". It implies some sort of enabling structure within the university similar to and on a par with the structures which look after undergraduates and postgraduate students.

In devising such structures care would have to be taken to safeguard the independence of departments and faculties. This should not be difficult because the new arrangements would be designed to co-ordinate and support activities of departments, to provide the necessary points of contact with the university's region, to awaken people to the ways in which university resources can be engaged on their behalf, and to express institutionally the university's expanded commitment to this work.

To do this will require some new (probably earmarked) money. But we believe that the amount needed will be small in comparison with the impact such a scheme could have upon universities and their place in and relationship with society.

Can we hope that if any university proposes some such imaginative scheme for the next quinquennium that the University Grants Committee and the Department of Education and Science and DES will feel able to respond with modest new resources? How modest? Perhaps, for this hypothetical university, £70,000 a year for each year of the quinquennium could work a miracle.

Michael Stephens

Alan Thornton

The authors are director and assistant director respectively of Naiting, an Open University department of adult education.

## 'Through our failure you will get your education'

David Hencke discusses the philosophy behind the 'outrageous' DipHE course at North East London Polytechnic

Earlier this term the 101 new entrants to the North East London Polytechnic's diploma of higher education course attended the one compulsory lecture of the year.

It was given by Mr Tyrrell Burgess, head of the DipHE unit, who explained the philosophy behind the course. He told them: "If this lecture is as successful as last year's nobody will ask for another."

A quip like that from Mr Burgess, well known for his wit and cynicism, has gained the NLEP course a reputation for being outrageous and uncompromising.

Its advertising campaign, based on crude sex appeal with leather-jacketed youths giving a bikini-clad girl, upset Mr Francisco, the former Secretary of State for Education, but as Mr Burgess explained: "We weren't trying to attract the Secretary of State to the course."

Academics tend to become hysterical about the NLEP philosophy and have strong feelings against the DipHE course.

Quotes like: "Is that the course where you get a degree by learning to type or drive a car?" Most of the students are illiterate. "The level of work is equivalent to CSE, they even build boats," and "It is fair that experiments in the education of young people should take place where their careers are at stake?" are about as common as the various institutions, including the North East London Polytechnic itself.

But while many academics are ready to dismiss the course as being unsuitable for an institution of higher education, few have formulated cogent arguments against it.

Members of the Council for National Academic Awards DipHE panel, which is due to visit the polytechnic, do not think that the course should be stopped, although many are uneasy about its concept.

There are obvious difficulties in the operation of the courses, including limited publicity, cramped by the large number of students with two A levels; providing suitable postgraduate opportunities for candidates; securing degrees and the opportunities for unsupervised students to opt out of their responsibilities through sheer laziness.

Many of the projects have been by no means completely successful and a hint that staff are reading to students entering the course this year because of failures in arrangements last year.

Mr Burgess is candid about the dangers of the course. He told students: "The only thing we can guarantee is our failure, but through our failure you will get your education."

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solutions, and rigorously test them, and to reach some conclusion which should approximate to the truth.

Whatever project they choose, either as a team or as an individual, they are expected to employ the same techniques whether it is the study of working-class movements in the East End or designing and building a boat to cover a survey in the North-West Scotland knowledge is seen in the words of Mr Derek Robling, the course coordinator:

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being "on demand" rather than as a study in itself.

The result is that the entire study programme depends on student motivation which should, through a personal and group tutorial system, provide enough support for students to keep the programme going.

In addition the admission of students with two A levels or conventional qualifications (73 out of the 101 entry are mature entrants and only 15 below the age of 21 have two A levels) means that some need help with their reading and arithmetic.

Mr Burgess sees nothing unusual in this. "When I took my degree at Oxford I had to take an examination of CSE level to be able to understand medieval documents. That was not very different from the help given at NLEP."

The main problem, however, is the clash between the content of the course and the possibilities of students being able to continue post-diploma work elsewhere. This is partially solved by most students getting a third year in independent studies leading to a degree, although the Regional Advisory Council has turned down initial proposals for a separate three-year degree course in independent studies for the moment.

Within the polytechnic a compromise solution is being worked out between various departments whereby students who wish to transfer to another three-year degree course could "catch up" on the body of knowledge required during the second year of the diploma. At the same time the student's method of inquiry or "independent study" will not be challenged while he is studying for a diploma.

Obviously this would not work with every subject and existing negotiations at NLEP are continuing.

On an individual basis. Study outside NLEP seems to cause more problems. Potential teacher training students seemed to be attracted to colleges like Bulmershe College of Higher Education with horror. "As yet no student has applied to finish his degree at another polytechnic."

Within the polytechnic itself there is still scepticism about the course and there have been clashes between academics about the level of attainment of a diploma at the end of two years, compared with a student on a degree course.

On an academic who was initially horrified at the work of diploma students, now changed his mind after meeting the students. "I have to admit that the diploma students seem more critical, independent and livelier than many other students on degree courses. Whether this is caused by a process of self-selection I don't know, but it is certainly noticeable."

No academic has yet been prepared to challenge the whole NLEP concept. Other courses are being prepared at Manchester, Middlesbrough and Sheffield polytechnics which could follow NLEP principles even before the original course has been fully evaluated.

Mr Toby Weaver, chairman of the validating board and a staunch supporter of the project, is aware of the consequences of defining "catch up" on the body of knowledge required during the second year of the diploma. At the same time the student's method of inquiry or "independent study" will not be challenged while he is studying for a diploma.

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## American news

## New York axes \$156m of new buildings

from Thomas Cahill

NEW YORK

The State University of New York (SUNY) has abruptly halted all new construction in a surprising move directly related to New York City's continuing fiscal crisis.

According to Dr Ernest Boyer, the university chancellor, SUNY's construction projects had been "the most certain element in our administration—until September, when SUNY's previously high credit rating and the low interest it paid on bonds began to be seriously affected by its connection with the falling city and by growing fears among investors."

Previously approved plans for new construction, totalling more than \$156m, on 104 projects throughout the State will be scrapped, and a project-by-project review will begin to eliminate or defer all but top priority buildings.

In addition, the university's trustees have ordered a freeze on enrolments at 20 of the university's 36 campuses, including 10 of its 13 liberal arts colleges, but excluding its four large university centres at Albany, Binghamton, Buffalo, and Stony Brook.

The main reason given for the freeze is the declining birth rate, which will not begin to affect university enrolments until about 1985. This year SUNY admitted only 35,000 freshmen out of 85,000

applicants because of space limitations.

There is to be no freeze on enrolments at the state's 30 community colleges, which increased their numbers by 100 per cent this year. The trustees also want to establish a "guarantee" that all graduates of two-year community colleges will be able to transfer to senior colleges if they so wish. Since the degree of the trustees' enrolments are not to increase at most public senior colleges, this is obviously meant to direct more students to financially pressed private colleges throughout the State.

In a parallel development, a commission on the financial problems of higher education in New York State issued its report to the State Board of Regents, recommending that the Regents act to put an end to the competition among the State University, the City University, and the private colleges for money and students.

The commission, headed by Dr Nathan Pusey, former president of Harvard, argued that without strong action by the Regents the financial position of many private colleges would soon become desperate. To bolster the private colleges, the commission urged that the State increase its programme of direct aid to students, thus enabling more students to attend the higher tuition charges at private institutions, and that the tradition of free tuition at City University be ended.

## California urged to give more aid to adults

from Ian Anderson

STANFORD

The multi-campus University of California and the State College system should both introduce financial incentives and needs-based teaching locations to encourage greater participation by adults and part-time students, according to a report submitted to the California legislature.

The 186-page report is based on a year-long study into the educational interests and needs of over 1,000 adults from seven California communities. It was commissioned by the Joint Committee on Post-secondary Education.

It recommends that the trustees of the State College system examine their sliding scale of fees and per-semester reductions by up to a third the full fee for those enrolled less than full-time, while increasing the fee slightly for students enrolled for 16 units or more.

## Army initiates credits scheme

from Henry Wassler

NEW YORK

Sixty-six per cent of the enlistees in the army, navy, marine corps and air force are high school graduates. As a consequence, the US army has now developed an educational programme that will enable a recruit to earn up to two years' college credit during a three-year enlistment.

After signing the recruit may choose from among the participating colleges a "home" college which issues a file on him and assigns a tutor, for while he is in the service. He is informed of courses available at the university or college nearest his post.

When a course is successfully completed, the student notifies the "home" college and credits are counted towards a degree. Those who enrol are full-time soldiers and part-time students, but army posts are committed to adjusting training and work schedules so that college assignments may be done.

The soldier-student is encouraged to take vocationally oriented courses as a prelude to the more professionalized degree he would earn after leaving the army. Thus, those who register for personnel management, accounting or inventory control courses.

## Data project will help city

Baruch College of the City University of New York is taking the lead in setting up an information and forecasting system, to be called the New York Statistical Project. As the city approaches default, officials and business executives constantly "ask what-if" questions to which there are no answers, either because no statistical information has been gathered or because the information is jealously guarded by competitive organizations.

Each week "literally thousands" of these unanswerable questions are posed, according to Dr John Griffin, deputy of graduate studies and re-

search at Baruch and chairman of the project's management committee. The project has been made possible partly because competitive attitudes among businessmen are gradually giving way to a realization of the necessity for co-operative contingency planning on a city-wide basis.

The Baruch team hopes to publish by April its first report—an inventory of available information—everything from the number of employees at a small printing press in Brooklyn to the number of \$100m loans made by the banks.

## Teaching doctorate wins support

The Carnegie Corporation has invested \$2.7m to date in helping more than 20 universities to establish a new degree—Doctor of Arts—as an alternative to the PhD.

Although requirements for DA programmes differ from campus to campus, emphasis is commonly laid on general knowledge and teaching skills rather than on specialized scholarly research. Many DA programmes do not require a doctoral dissertation.

The DA is seen as the ideal degree for someone who wants to teach at a community college or a small four-year college but does not intend to devote his life to original scholarship. It is also felt that pursuit of the PhD does not especially prepare candidates to be good teachers, whereas DA pro-

grammes provide for teaching internships.

Against the prospects for widespread acceptance of the DA is the general feeling that it is "second best". But, even in a time of shrinking job markets for teachers, Carnegie spokesmen insist that there will be a continuing demand for the new degree and that of the 295 DAs thus far "almost all have been placed".

Supportive of Carnegie's stand is the latest instalment of the 1975 Laid-Lipset survey of United States faculty members, which finds that most full-time American academics are not scholars in any verifiable sense.

Over half of them have never written or edited a book of any kind

—either alone or with others. More than a third have never even published an article. And "the portion involved in scholarship becomes much lower when part-time faculty members are included".

Forty-four per cent of those surveyed identified themselves as "teachers" and another 27 per cent as "professionals". A much smaller proportion saw themselves as "scientists" or "intellectuals"—11 per cent, 10 per cent and 7 per cent respectively. Many agreed they benefited from a light teaching load on the pre-emptive of the delay in writing a book. Almost six out of every 10 faculty members at major universities taught only six hours or less each week, the survey showed.

## Anti-hunger drive gets under way

Scores of universities have instituted projects on global and domestic hunger in the past year. Much of the new concern can be traced to the World Food Conference in Rome, last November, at which time thousands of students and faculty members participated in a "fast for world hunger".

On November 21, a major academic event—the first National University Conference on Hunger—was held in Austin at the University of Texas. The organizers include such veterans of the protest movement against the Vietnam war as Yale University's chaplain, William Slovic Coffin. Mr Coffin has declared his intention of retiring from Yale at the end of this year to dedicate the rest of his life to the fight against hunger.

The organizers hope that the conference will be a step towards creating an American campus-wide, broad-based national movement somewhat analogous to the anti-war movement of the late 1960s and early 1970s.



Hunger: a case for campus concern.

## Doctors to be required to work with poor

The New York State Board of Regents is the first to implement a controversial proposal that a period of service to poor people be required of new doctors of medicine. The object of the action is a free undergraduate biomedical programme, instituted three years ago at the City College of New York and designed to help train doctors for service in both urban and rural areas that are under-served by physicians.

At the time the programme was instituted, however, no stipulations were made about a period of subsequent service. Graduates of the programme go on to attend one of seven designated medical schools—four in New York State and three elsewhere.

Now, the students, on receiving their MD, will be required to serve for two years in a designated "area of physical shortage" in New York City or for those who graduate from one of the three schools outside New York State—in a similar area elsewhere that has been designated by the US Commissioner of Education.

In addition, "each student who fails to do his service requirement" will be required to pay back up to \$25,000 in costs for the four-year undergraduate part of the programme.

Similar provisions are currently being considered by Congress, which for the Ford administration (THES October 17). There is, however, wide disagreement on whether a period of service to the poor should be made mandatory on all graduates or should be limited to a portion of them, or should be made only voluntary.

Some claim that any mandatory service provision will ultimately be declared unconstitutional, while others would like to see mandatory service extended to other professions, such as law and engineering. The Association of American Medical Colleges claims that such a programme would not be "good medicine" unless Congress also established a system of support and supervision for young doctors practicing in under-served areas. "They should not be parachuted out with black bags by themselves," said a spokesman for AAMC.

## Architecture courses end at Stanford

The undergraduate architecture course at Stanford University is to be scrapped. It currently has 62 architecture majors, who will be permitted to finish the course under a two-year "phase out" programme.

Expansion of the architecture department to allow it to offer graduate training and research has been ruled out mainly for financial reasons. The university is in the midst of a three-year "belt-tightening" exercise which is aimed at pruning operating expenses by \$10m.

Republic of Ireland

## Top official hits at Government indecision

from Peppy Barlow

DUBLIN

Governmental delay in implementing policy decisions on higher education taken 10 months ago came under fire here last week from the stormy petrel of Irish educational administration, Mr Sean O'Connor, formerly secretary of the Department of Education and now chairman of the Higher Education Authority.

Mr O'Connor told the annual general meeting of the Irish Federation of University Teachers that the Government did not take action on the Higher Education Authority completely, and restore the former situation in which the universities negotiated directly with the Department of Education for finance.

The context in which he spoke is one of growing confusion about the status of last December's decisions, which proposed, among other things, the designation of a large number of third-level institutions as subject to the HEA.

Under the Higher Education Act, 1971, which set up the Authority, the only institutions automatically designated were the universities. Since then, only two further institutions—the Royal College of Surgeons in Ireland and the College of Arts, Celtic Studies and Social Sciences—have been added to the list, and further designation is thought to be essential if the Authority is to be given any effective coordinating role in the sphere of higher education generally.

Mr O'Connor made clear his opinion that while the immediate designation of all the relevant institutions would overtax the resources of the HEA, he would expect total designation at least by the end of 1976.

Lack of such designation, he said, meant that the universities remained aloof—even untouchable—"by deliberate act of Government". "This aloneness or aloofness may be pleasing to those who yearn for an elitist ghetto," he added,



Sean O'Connor: "the only decisions we have".

"and certainly it is supportive of an inflated concept of university autonomy; but it is a divisive element in higher education and it is no help to the university colleges." "One could normally expect some delay in implementing the decision, but if the delay is overlong conditions may have changed to such an extent that a new commission (on higher education) might be necessary, and a merry-go-round develop. Like them or dislike them, they are the only decisions we have made, but if we can't have them changed soon we must ask that they be implemented."

Mr O'Connor also referred to the obligation placed on the HEA by its establishing legislation to contribute to the democratization of higher education. He said that while the concern of the HEA in the past been largely devoted to important questions of buildings, he hoped that it would be paying more attention to staff and student participation in future.

His public paddling in what is becoming an increasingly muddy pool also points up a sharp contrast with his predecessor, Dr O'Tooleach O'Riain. Dr O'Riain, also a former secretary of the Department and first chairman of the HEA, maintained a very low profile in his discussions with the Government of the day; Mr O'Connor is noticeably less punctilious.

Sweden

## Budget should 'stress language work and in-service training'

from Mike Duckenfield

STOCKHOLM

A 20.5 per cent increase in spending and major boosts for language teaching and in-service training are among Budget proposals for the year beginning next July 1 which have been presented to the Government by the Office of the Chancellor of the Universities (UKA).

The proposals, which cover the last financial year before full implementation of the 1968 reforms, also include the central planning agency's final recommendations on "internationalizing" higher education, following debate on last year's committee report on this subject.

Spending during 1976/77 should rise by \$24.3m (\$kr) (\$36m) to \$192.8m (\$kr). However, nearly 70 per cent of the increase has been earmarked to meet rising costs—including academic salaries, which are expected to go up by an average 16 per cent.

While UKA anticipates that student numbers will remain much the same as at present, with 22,400 first year enrolments, there should be a 5 per cent increase in academic staff in the universities and technical high schools, including the creation of 31 new chairs, it says.

The biggest staff increases are proposed for medicine and technology, which together would account for roughly two out of three new appointments. Humanities and the social sciences, the boom subjects of the 1960s, on the other hand, would get less than 20 per cent of the new staff.

Over almost one-third (\$24.7m \$kr) of the proposed budget has been allocated to meet teachers' salaries, with faculty running costs comprising a further one-fifth (\$74.4m \$kr). The remainder is divided between university and central administration, research and libraries.

To coincide with the implementation of the 1968 reforms, UKA proposes a five-year programme of compulsory in-service training for

Holland

## Controversial University Reform Bill gets go-ahead

from Lynn George

AMSTERDAM

The controversial University Reform Bill, first proposed more than 10 years ago, is almost certain to become law before the end of the year. The Bill has just had a clear passage in its final report stage in the Upper House and it only remains now for it to be placed before the Senate and then voted on.

In broad terms, the Bill places tighter control on university study. By imposing a maximum enrolment period of seven years, cutting courses from six to five in general, and giving candidates only two years to pass a selective pre-graduate examination, it aims to rid Dutch universities of the "eternal student".

The relatively smooth passage of the Bill in the Upper House, after many protests against it in university circles, is largely due to the fact that when it was debated in the Lower House, Dr Jos van Kemnade, Education Minister, agreed that facilities—when drawing up their new programmes—should be accepted unless they give students a yearly workload of 1,700 hours and compare favourably to similar studies in other European countries.

Whether faculties are granted an extra year, however, depends on how far their submitted programmes conform to certain guidelines recommended to the Minister by the Academic Council. No new five-year programmes, for instance, will be accepted unless they give students a yearly workload of 1,700 hours and compare favourably to similar studies in other European countries.

It is on this point that bitter opposition to the Bill, especially from students, still remains. Although Dr van Kemnade has repeatedly examined, critics remain unconvinced. It is argued that not only will the Minister have the power to reject programmes on purely subjective grounds, but the traditional freedom of faculties to plan their own programmes without Government interference is also endangered.

Another serious problem which the Minister has to face on the Bill's implementation in 1978 is how to ensure that students observe the maximum enrolment period. Files have been suggested, although the Government is anxious not to jeopardize the right of an individual to privacy or to run up an even higher university education bill.

Australia

## Trend grows to admit 'unqualified' students

from John Kirkaldy

SYDNEY

The University of New South Wales in Sydney is offering more places to mature students who are over 25 and have not obtained school matriculation exams. This is part of a growing but still relatively small trend in Australia.

At Flinders University, South Australia, some candidates are assessed for admission by means of entrance tests and interviews. More than 100 students selected on this basis were admitted in 1974. At the University of NSW, Aboriginal students can be admitted without formal matriculation requirements, assessment for suitability for the applicants being done by the student counselling unit and the teaching staff.

The most liberal university in the context in Australia is the newly opened Griffith University in Brisbane, which has admitted one in 10 of its students without formal qualification. Among the first students were a ballet star and a retired army colonel.

Most of Australia's 132,000 students, however, continue to enter the country's 18 universities by traditional means. There is already considerable pressure on existing places from traditional sources. A quota

France

## Expansion slows, but more go for pharmacy

from George Morgan

NICE

Higher education expansion in France is showing signs of levelling off. This year only 15,628 additional students enrolled in the country's 74 universities, an increase of only 2.2 per cent, the lowest for over 15 years. This will bring the total university population to an estimated 800,000. The figures were revealed by M. Jean-Pierre Solsson, Secretary of State for Universities, at a press conference to mark the beginning of the academic year.

Enrolments in art faculties were down for the first time in years, by 3 per cent, though arts subjects continue to attract more than 30 per cent of all students. In science, however, the downward trend of recent years has been reversed. Enrolments are up by an average 6 per cent. Most popular of all are the courses in social and economic administration which have marked up a 25.7 per cent increase in intake.

A disquieting feature of this year's re-entry, said the Minister, was the unprecedented increase in the number of students enrolling for medical and pharmacy studies. This year new enrolments in schools of medicine have increased by 12 per cent despite the Dancois Sord of a stiff examination at the end of the first year which eliminated more than 80 per cent of candidates. In pharmacy, provisional estimates place this year's increase at between 20 and 30 per cent.

At present, M. Solsson said, there were many students in the pharmaceutical schools who were practising chemistry in the whole of France. Measures would be needed to regulate intake and plans are now being laid to introduce a selective examination in pharmacy along the lines already adopted in 1972 by medical schools.

The Minister also expressed anxiety about the continuing growth of the "Parisian" "Leviathan". Despite measures designed to discourage provincial students from en-

rolling in the capital, the number of new students in the 13 Paris universities rose by 3.3 per cent this year as opposed to an increase of only 1.9 per cent in the provinces. More than one in three of all French university students are now concentrated in the Paris area.

An important feature of this year's re-entry is the emphasis being laid on opening up universities to a larger number of worker students. Following the success of the Vincennes scheme, admission procedures have been relaxed in all universities for non-Bacheliers—mature students without the traditional minimum entrance requirements. Candidates will be expected to have at least three years' professional experience behind them to pass a short aptitude exam.

Also, 21 selected universities will this year be organizing a system of pre-university courses aimed at bringing non-Bacheliers students up to first-year standards. Candidates passing the final exam are then admitted to university without any further formality.

M. Solsson also announced that the budget for higher education has increased this year by 15 per cent, bringing total expenditure in this field to over 9,100m francs (\$390m). University research has received an increase of 13 per cent. Inflation is currently running at less than 10 per cent.

Despite these promises of extra money for next year a number of universities are already in deep financial trouble. A severe cash shortage has led to the closing of a number of research laboratories at the Paris VII science university. Postgraduate research has also had to be severely curtailed. At Clermont-Ferrand and Paris-Nanterre the re-entry has had to be postponed in some disciplines. The universities of Nice and Besancon have announced deficits in their budgets of £100,000 and £220,000 respectively while the university of science and technology at Lille has declared itself technically insolvent.

## Polytechnique on the move

from our correspondent

NICE

The Ecole Polytechnique, perhaps France's most prestigious grande école, is to be moved from its present site on the St Geneviève Hill in the Latin quarter of Paris to new premises in the suburbs.

The move was announced last week by President Giscard d'Estaing, himself a former Polytechnicien, after lecturing to students at the school on the new world economic order. The school, 20 kilometres south of Paris, next run by the Ministry for the Armed Forces, was France's top civil and military engineers.

The president thus puts paid to years of wrangling over the polytechnique's future. Plans for the move were first made in 1962 but fierce opposition from former pupils and students has caused delay. Opponents to the scheme complained that the new site was a "cultural desert". Top academics said they would not be prepared to make the move and standards would inevitably drop.

Now the first batch of students is scheduled to take up residence in the new buildings at Palaiseau, 20 kilometres south of Paris, next October. Some teaching will still be given in Paris, however, in a new complex to be built on the St Geneviève site.

circumstances include: English not being the mother tongue, Aboriginal or part-Aboriginal descent, having taken two or more subjects by correspondence, low socio-economic status, and school deficiencies due to staff or equipment shortages.

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Statistics seem to suggest that the schemes so far are a success. A study done by the Tertiary Education Research Centre of the University of NSW has reported that mature students do significantly better than other students. For example, in political science 60 per cent of mature unmatriculated students received a credit or better compared with 25 per cent of other students. In sociology 80 per cent of unmatriculated students received a credit or better as against 45 per cent of other students.





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## Significance for universities of regional councils

University opinion has not yet recognized the significance of the proposal by the Council of Local Education Authorities (CLEA) to establish nine regional Further Education Advisory Councils. It should, even though some complex reasoning is involved.

In its 1972 White Paper *Education: A Framework for Expansion* the Conservative Government recognized that the reorganization of non-university higher education would necessitate changes in the existing machinery for regional coordination and cooperation. This was (and is) provided by two separate sets of bodies, with different boundaries, constitutions, and outlooks: Regional Advisory Councils for Further Education (RACs), and Area Training Organizations (ATOs) for teacher training.

The White Paper proposed replacing the university-based ATOs by regional committees mainly representative of the L.E.A.s, the teacher-training institutions, and the teaching profession, administrative and composition functions and boundaries of the RACs. The present Government accepted in principle this proposal.

Later, the Department of Education and Science, feeling that there was urgent need to make arrangements for expanding in-service training for teachers, submitted an interim scheme for Regional Committees for the Education and Training of Teachers (RCETTs) which would promote, coordinate, and supervise in-service training, induction of newly qualified teachers, and professional centres handling these tasks. The scheme was endorsed by the Advisory Council on the Supply and Training of Teachers (ACSTT) but no RCETTs have yet been established.

A short while ago the CLEA, born of the Association of County Councils (ACC) and the Association of Metropolitan Authorities (AMA), sent to the DES a memorandum which said, in effect, that it is non-sensical to have two overlapping bodies in a region. The CLEA would phase out the RACs as well as the ATOs, replacing them by a single integrated body, a Further Education Advisory Council in the Region (FEACR). In each of the nine regions in England, the memorandum does not deal with Wales whose special circumstances demand special measures.

The FEACRs should be advisory bodies only, not executive or providing advice under a trust as corporate bodies. Under the deed, and this should require them to establish three standing committees:

- to promote, coordinate and keep under review the induction and in-service training of teachers (i.e. the task allotted by the DES to its proposed RCETTs), with some explicit provision to safeguard the position of the universities in this field;

- to promote, coordinate and supervise non-university further education, advanced and non-advanced, and the distribution of initial teacher training courses;

- to look after internal finance and staffing.

The governing bodies of FEACRs should be representative of all the interests concerned: i.e. teachers' associations, the non-university further education system, the universities (the significance of which is being questioned by industry, and commerce). The salaried staff should be headed by a director "of high calibre", and the councils should be financed 50-50 by the DES and the L.E.A.s in each region. It would query whether purely advisory regional bodies are either necessary or desirable. L.E.A.s do not like them. Colleges of education are always complaining that they have to serve too many masters. The RACs have not been conspicuously successful, and the ATOs have many critics.

Yet, assuming that a case can be made for regional advisory councils for non-university further education, should they be such massive, self-

consequently expensive bodies as the CLEA proposes? The possible size of the governing bodies of some FEACRs is frightening. "All the interests concerned" are to have seats, and this is made worse by the CLEA's insistence that the L.E.A.s must be allotted nearly half, and the teaching profession a similar proportion. Only about one-ninth is left for other interested parties. These include the universities (of which there are four or more in four of the nine regions), industry and commerce, the churches (still large providers of teacher-training institutions), and other providing bodies.

There would seem to be a real danger here of repeating the tragedy of the National Advisory Council for the Training and Supply of Teachers (NACTST), which foundered because of its multitude of conflicting voices.

As regards expense, it is hardly appropriate in an era of acute financial stringency to suggest the sort of massive administrative establishment implied by a "high calibre" director unless this is incontrovertibly necessary. It does not seem so. The CLEA says that FEACR governing bodies would not meet often, and that "mainly to receive reports from [the] committees, review progress, and approve policy guidelines. That should not mean onerous servicing.

The committees which the CLEA proposes seem very unbalanced. It is difficult to understand why the induction and in-service training of teachers and the coordination of training, in practice, neither should be. Committee two has an enormous load, largely covering the terms of reference of the council. Paradoxically, perhaps the best solution might be to amalgamate committees one and two into one, on the condition that this single committee would work mainly through sub-committees, as L.E.A.s do.

Another criticism that must be made of the CLEA plan is that it all ignores the partnership between the universities and the teacher-training institutions that has matured, slowly and hesitatingly but more and more effectively, over some 85 years. Admittedly, the memorandum pays cordial lip-service to it; one of two "crucial features to preserve", it says, "is the continuing fruitful involvement of the universities in the induction and in-service training of teachers, and the initial training done by university education departments. But in the regional council structure which it recommends there is singularly little evidence of any effort to secure this."

This must be rectified. Even though the colleges of education, with three exceptions, have been thrust out of the university sector of higher education, and into the so-called public sector, this does not mean that their long-earned and often strongly forged—academic and professional links with their universities should be severed or left to decay through disuse. If there are to be regional advisory councils, they must be able to maintain a continuously active liaison with their universities.

Apart from the narrow issues affecting teacher training, the wider significance of the FEACRs is that it is being suggested for the first time that universities should join regional bodies, one of whose aims will be to promote, coordinate and supervise non-university further education. If universities did not do this, they would be left out of all certain, though the direct implications of this are not at all certain. Such a union would have profound implications for the universities. There has been no public indication yet that they are being considered.

## Postgraduate changes

from Professor Basil Bernstein

Sir—I would like to draw attention to a major change in the principle of awarding grants to postgraduate students which has arisen out of a change in the settlement of undergraduate awards.

This change in the principle may discriminate against women, distort the postgraduate population and effect the field and focus of postgraduate study.

Grants to undergraduates have been linked to parental income unless the student is over 25 years of age, or has lived away from home for a period of over three years; in either of these cases the student is deemed independent. Postgraduate awards offered by research councils, including the Department of Education and Science as a special awarding body, until last year regarded the postgraduate as economically independent. The economic unit was the student, and the grant was not related to parental income.

This is an important principle, because it means that the sole criterion of postgraduate research is academic; the student's academic level, research interest and potential. In as much as the postgraduate grant is tied to the incomes of stated others, then the decision to take up postgraduate research is governed by non-academic criteria: the willingness of a spouse which is often to contribute to the award.

Last year the DES changed the undergraduate settlement so that in the case of marriage, the income of the other spouse is taken into account. An assessment is made of the income of the other spouse from mortgage and dependants. The grant is reduced when the residual income reaches £1,500 and the reduction in the size of the grant becomes progressively steeper until at a residual income of £3,000 the grant is reduced to £1,000 and an additional £10 of balance of income.

Postgraduate settlements are linked to undergraduate settlements; as a consequence, the above applies to postgraduates. Now this change in the nature of the settlement of undergraduates awards has changed the principle of awards to postgraduates (and for very good reasons) as a self-sufficient independent economic unit.

This change in principle may well have, among many others, the following consequences:

- Although in principle the effects will fall equally upon husbands and wives who intend to enter postgraduate studies, in fact it is more likely to make the wife dependent upon her husband's agreement and in this way to discriminate against women. Not all men are liberated. It does seem strange that the Government has declared itself in favour of reducing the financial barrier to women, yet in the crucial area of education the changed principle of the DES is likely to violate the policy, in fact, if not in principle.

- The decision to enter postgraduate studies is no longer an individual decision of the student, nor a decision on the part of the university, but is now a negotiated economic decision on the part of spouses. From this point of view, this is an arbitrary decision which will result in a distortion of the postgraduate population. For it will now consist only of those who are prepared to accept the application of the new principle.

- This change in principle may not only discriminate against women, distort the composition of the postgraduate population, but it may also change the field and focus of study. If the decision to undertake postgraduate research is subject to the decision of a spouse which involves a reduction in income, is it not possible for that spouse to look for the possibility of a future reward in the investment. Thus the field and focus of postgraduate research may be scrutinized in terms of its future non-academic returns.

- There are also a great many other implications of this change in principle, which I have not mentioned, for example, the marital intentions of the student during the period of the award; the few students who will benefit from the mortgage and child allowances, etc.

Yours faithfully,  
BASIL BERNSTEIN,  
Professor of the sociology of education,  
Institute of Education,  
London University.

of any university student, although the techniques and skills required are manifestly different at sixth form and university level.

So, in addition, we should be looking for some other indices or predictors of academic success. Dr Heskin agrees with this development, although his letter fails to elaborate on the precise nature of such predictors. We can then, in the university way, sort out the sheep from the goats at the end of the first year, he claims. Surely an expensive and wasteful way of justifying a disregard of A-level results!

He goes on: "Many more people would have had the benefit of a university environment even if only for a brief period." True, but at whose expense, and with what result?

It would be better to try to do something positive by way of evolving an amalgam of A-level performance and some measure of psychological aptitude testing. Research reported in British, American and Australian journals indicates that there can be significant correlations between a student's performance in tests of verbal and spatial ability and of personality and a student's subsequent academic achievements.

As well aware that this will agitate the deep pool of educational libertarians and anti-psychologists, but a sound case can be made out for this approach on economic grounds: if, on no other.

The total cost of putting one undergraduate through the university system for just one year is in excess of £2,000. Estimates of first-year admissions to the universities this October are put at 75,000. Estimates of student drop-outs suggest that the figure may be as high as one in 10 or as low as one in 30. Taken at face value, this means that we are wasting between £15m and £25m this year. Is not it time we did something about it?

Yours faithfully,  
DAVID FANNING,  
51 Ashgrove,  
Bradford.

## Student loans

from Mr Alan Maynard

Sir—Charles Clarke's comments (THES, October 24) on my recent paper (*Experiment with Choice in Education*, Institute of Economic Affairs) lead me to conclude that he has either not read my paper or that he has read it and misunderstood it.

In the paper, I did not contend that government should not be involved in education. I merely argued that its involvement could be limited to financial intervention to aid the less affluent. Student loans could enable society to redistribute resources from a privileged middle class group who are potentially rich in terms of lifetime income, to less fortunate groups whose life chances are depressed by poor family backgrounds, the characteristics of which ensure that their children will not be members of higher educated aristocracy.

Charles Clarke admits that family background is an important determinant of who gets into higher education and then he goes on to argue that the loans system would lead to less poor children in universities and colleges. The defects of this latter point are dealt with in my paper at length.

The important thing to note is that student grants have not increased substantially the relative share of the higher education cake going to students from lower socioeconomic groups. Poor children are filtered out of the education system prior to higher education. If Charles Clarke and I were to agree about this diagnosis the symptoms can be cured only by redistributing resources to affect the family socialization activities, or the early stages of education.

I would like a more equitable distribution of access to educational resources and one way of achieving such an objective is to take resources from higher education by introducing loans, and spending such resources in whole or in part on those who have relatively poor access to education.

Charles Clarke and the National Union of Students are quite right in objecting to this policy. They have been elected to protect and, if possible, enlarge the share of the cake going towards their largely middle class membership. However, we should be clear about the different implications of such a policy. The poor of such countries as the United States and the relatively rich may maintain their affluence.

Student loans provide a policy instrument which may make the education system more equitable and more efficient. This policy needs to be carefully studied and not rejected, but it should be supported by the NUS. The NUS should follow the advice of Chairman Mao Tse-tung who argues that "in this world, things are complicated and decided by many factors. We should look at the problem from different aspects, not just one."

We are now having to shut well-equipped colleges of education and direct qualified teachers to the dole queue. Much of this, of course, has been based on bringing the best statistics to grief. The birthrate is a curious phenomenon, unresponsive to ministerial dictat.

But there are other obstinate forces which militate against accurate planning. For instance, we do not know why 16-18-year-olds decide for or against higher education, and the research now being conducted on this problem is unlikely to leave us much wiser.

This term the universities are much fuller than expected, presumably because of high unemployment. But such trends seem to ebb and flow with mysterious suddenness, making long-term planning of places a nightmare.

One principle about which there is now increasing, and well-justified, scepticism is the fundamental Department of Education and Science assumption that big is best, or that the more efficient, efficient, whatever, the more respect in the reorganization of local government—the supreme example of the business theory—has proved efficient has been in bumping up the salaries of officials, and hence the rates.

It may be that bigness in education—as for instance in polytechnics—is less efficient in the long run than variety. After all, the larger the unit, the greater the damage when a planning decision goes wrong, as it often does.

And then, too, both bigness and planning tend to increase the barriers between DES officials and the best higher educationalists (even if they add to the climbing opportunities of political dogs).

Yours faithfully,  
ALAN MAYNARD,  
Department of economics,  
York University.

More letters page 11

# The super-ministry: a blueprint for survival?

The battle for personal liberty in Britain may well be won, or lost, in the lecture-rooms of our universities and polytechnics. Few of us can now have any doubt that civilization and freedom are under assault from a multiplicity of malevolent forces; and in this conflict between reason and unreason, between thinking, humanitarian individuals and violent totalitarian mobs, the university naturally forms the first line of defence. That is why the academic struggle against government penetration, on the one hand, and the student fascist left on the other, is so important. Happily there are signs that leading academics are recovering their courage.

Vice-chancellors are speaking out, in plain terms, to defend the concept of university autonomy, and there are the beginnings of a swing back to the elitist principle which lies at the heart of university excellence.

The first element in the return to sanity has been the discrediting of "manpower planning" in the university field. This, of course, was linked to the brutal materialist image of the university as a "knowledge factory".

But as Newman observed, over 100 years ago, in his *Idea of a University*: "A university is an abode of man, knowing his children are not a factory, or a mine, or a treadmill." The wisdom of the observation has been demonstrated over the last decade by empirical means, for whenever degree-level manpower planning has been tried it has proved a dismal failure.

Indeed, one could argue that the basic assumption behind the original Robbins calculation, that graduate output is related to the gross national product, was disproved as early as 1970, when the Organization for Economic Co-operation and Development reported that the United Kingdom, compared to other West European countries, Canada, the United States and Japan, had (in 1964) "the greatest concentration on science and technology in higher education and the highest proportion of qualified scientists and technologists (graduates, diploma and certificate-holders) in relation to population and labour force." This was the exact opposite to the conventional Sovietian assertion.

In any case, those with much experience of scientific manpower planning, such as Sir Frederick Dainton, the present chairman of the University Grants Committee, would argue that it is a very risky business, doomed to failure if anything over-ambitious is attempted. He would add that, where the state is the sole employer, and future expansion can be accurately predicted—as in medicine, dentistry and veterinary work—planning is possible.

But many would deny even this; and certainly it is possible to argue that our production plans for doctors have gone badly astray over the past quarter-century (only recently, for instance, was it decided to scrap the fundamental axiom that women should never occupy more than 25 per cent of places in medical schools).

The biggest and most tragic failure, however, has been in the production of teachers, where all the experts have been hopelessly confounded over the years. The numbers, where confident ministerial estimates have proved inaccurate by factors of 50 per cent or more.

We are now having to shut well-equipped colleges of education and direct qualified teachers to the dole queue. Much of this, of course, has been based on bringing the best statistics to grief. The birthrate is a curious phenomenon, unresponsive to ministerial dictat.

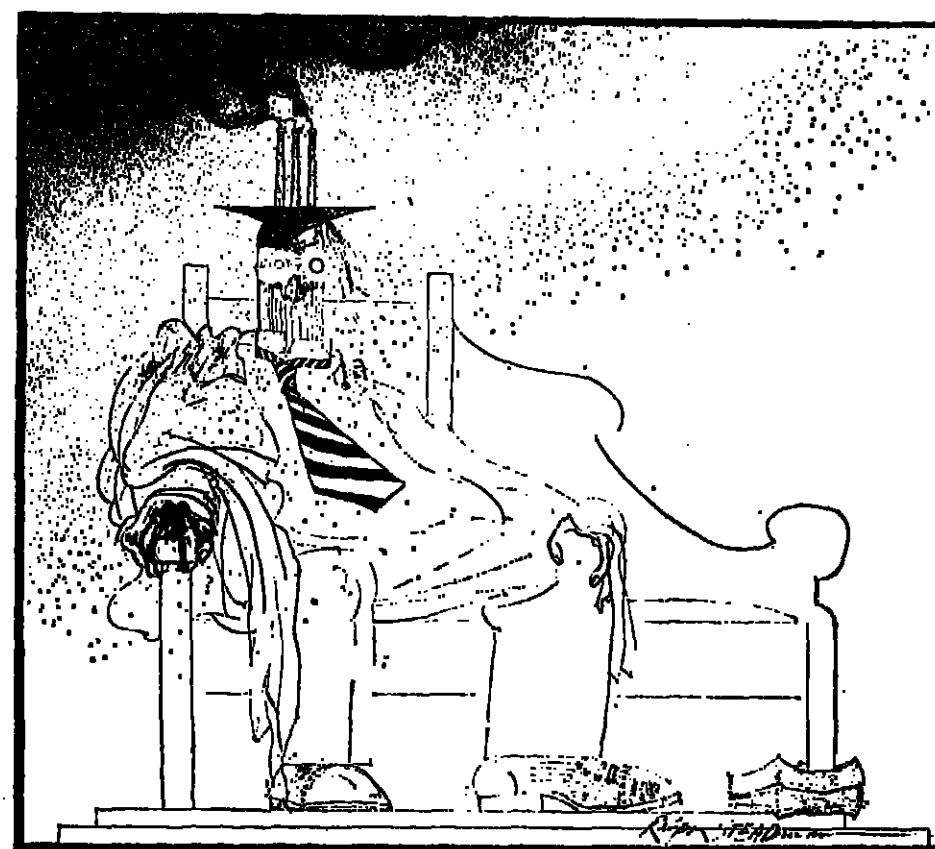
But there are other obstinate forces which militate against accurate planning. For instance, we do not know why 16-18-year-olds decide for or against higher education, and the research now being conducted on this problem is unlikely to leave us much wiser.

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It may be that bigness in education—as for instance in polytechnics—is less efficient in the long run than variety. After all, the larger the unit, the greater the damage when a planning decision goes wrong, as it often does.

And then, too, both bigness and planning tend to increase the barriers between DES officials and the best higher educationalists (even if they add to the climbing opportunities of political dogs).



Paul Johnson concludes his four-part series and suggests that universities should become the responsibility of a Ministry of Arts and Sciences

Recently, the retiring head of Loughborough University, Professor Elynn Richards, said that in eight years he had never once met Sir Toby Weaver, the arch-mandarin planner of the DES, and had had no contact with his successor.

For all these reasons, the less central planning the better. Universities should stick to their autonomy. Everyone in positions of authority and influence should strive to keep politics out of higher education. Politics, whether the triumphalist politics of the academics, or the egalitarian politics of the DES and Labour theorists, have been tried and failed.

Hence I would urge the early abandonment of the unitary-type education ministry, under which the whole process from nursery school to PhD is planned and decided at political level, and thus subjected to the vagaries of elections and the whims of transient ministers (Mr Wilson, in particular, has always treated the DES as the British equivalent of a Siberian power station).

We should, instead, resurrect the Robbins notion that all higher education—universities, education colleges and polytechnics—should be cut off from the DES and transferred, together with state patronage of the arts, science and technology, to a separate Ministry of Arts and Sciences, with its own staff, and its own access to the Cabinet.

But I would add one vital qualification to this proposal. The new ministry, like the government's legal department, should have only a quasi-political complexion. That is, the ministry should normally be a peer, not subjected to election or reelection or to the normal party disciplines, a person of unquestionable authority and experience in the educational or scientific professions, and acting according to non-political and especially non-party criteria.

He should, as it were, be the educational equivalent of the Lord Chancellor. I think that such a scheme would have an immense effect in restoring the confidence of those who have the quality of our higher education closest to their hearts: it would fill them with courage to fight for the values it is their duty to uphold. It would, indeed, be a tremendous, almost religious gesture, and thus a stinging rebuff to the "knowledge factory" enthusiasts, the "social relevance" louts, the field-grey egalitarians and all those who hold excellence to be a crime.

It would also be a preparation and a pilot programme for taking the whole of education out of politics, and thus to restoring social peace and academic calm to the nation's secondary and primary schools.

Of course, implicit in my proposal is the abandonment of the disastrous binary policy, now on its last legs anyway, and a reversion to the ladder principle, under which the university is the peak of the system, and other centres of higher education are encouraged and helped to graduate to its status, or attach themselves to university federations.

Thus all institutions of this type would belong to an autonomous sector, prised away from the ruinous and destructive grip of local authorities. The universities would be free to pursue their own policies, and to defend the prospect of "regionalization" and defended from central government by its own non-political ministry.

Of course this is elitist, pure and simple. And why not? All education is, by its very essence, elitist; the meaning of the word itself implies leadership, and presupposes academic discipline imposed by the wise and learned on the neophyte. There is no such thing as an egalitarian educational system, any more than there can be an egalitarian football championship.

Moreover, I have a strong feeling, based more on a study of history than on statistical calculations, that a markedly elitist higher education system tends to produce a high growth rate. It is notable that those who support a mass but low-grade system ("popular universities" and so forth) are also those whose economic views promote low growth because they give trade union privileges and avoidance of unemployment a much higher priority than investment and productivity.

Hence the political aim of mass higher education, at least of any kind of quality, is self-defeating. On the other hand, granted a sustained and relatively high growth rate, an elitist form of university expansion can continue almost indefinitely.

"No society," writes Halsey and Trow in *The British Academics*, "can yet afford to educate 30 per cent of its youth at the cost of education at Harvard, Oxford or Sussex." This is true, but it need not necessarily remain so, provided the elitist principle is preserved and reinforced and allowed to promote steady growth.

Thus, by the kind of paradox familiar to historians, an elitist system is the most likely to secure "the highest education of the greatest possible number", and without any sacrifice in quality.

By using such a phrase, I do not imply acceptance of any utilitarian principle. Utilitarianism, like planning and politics, is fatal to a good university. There is a widespread misunderstanding, fostered unfortunately by Newman himself, that Francis Bacon favored the elitist principle of university education, that the "knowledge factory" enthusiasts, the "social relevance" louts, the field-grey egalitarians and all those who hold excellence to be a crime.

In fact Bacon probably devoted more intellectual capacity, over a longer period, to thinking about this topic than any other man in history, including Plato, and he returned again and again to the conclusion that use must not be the prime end of learning.

The purpose of a university was in some ways anti-utilitarian, since "learning ennobles men's minds with a true sense of the frailty of their persons, the causality of their fortunes, and the dignity of their soul and vocation". Its object was at bottom a moral one, to enlarge the capacity of mind, and make him into a nobler and better creature.

The truth is, no one has a convincing general theory as to what the university ought to teach. That is why we should maintain what S. Mill called a "reverent agnosticism". The matter should be left to the academics who are, after all, the people most likely to get the answers right.

And, because there can be no one answer, there is an overwhelming argument for the greatest possible variety of university institutions and approaches. This, in turn, strengthens the case not merely for autonomy for the whole higher educational sector, but for autonomy within the sector.

The key figure in a healthy university system is the independent-minded college head, who respects all branches of learning, loves his colleagues and students, sees his job as a privilege and a heritage to be handed on intact, and so fights like a lion for the standards of the institution he serves.

Equally, the only generally accurate test of a "good" university is the wastage rate. In Britain it has traditionally been around 14 per cent, compared with national averages of 40-50 in the United States, France and so forth; but it is notable that really first-class institutions the world over, like Harvard and Yale, have rates similar to ours.

Low wastage implies not only that the university appeals to the enthusiasm and desire to learn of intelligent young men and women, but that there is a basic harmony between masters and neophytes on the way the place is run.

Hence, when we come to the question of government within the university, we find that the traditional elitist system is likely to be the best. Power-sharing with students has proved a destructive failure.

Those in authority should now consult together to dismantle some of the institutional machinery set up in the Trendy Sixties to make the student-mob king. It is wrong that public money, whether from ratepayers or taxpayers, should finance student unions run by unrepresentative sectarians.

Vice-chancellors and other college heads should not be content with purely protective measures but should go over to the offensive when convenient. They should exploit any legal vulnerability in the position of the National Union of Students or individual unions, and sue ferociously on every possible occasion for damage to property and other torts.

For after all, the radical students, and their self-interested donnish allies, are true enemies of expanded learning. They are as much attached to their received opinions, and their sacred texts on Meo to Marcuse, as the Dominicans were to the medieval Paris and Oxford, or the fourth-century monks, who demonstrated in their thousands outside the early councils of the church, howling slogans about the Trinity, beating opponents with clubs. Bacon called such people "barking madmen" who "hang about the womb of knowledge and prevent delivery".

I would argue that learned men have no moral right to delegate authority in institutions devoted to accuracy and truth. I am impressed by the recent and powerful study by Graeme C. Moad and Rowland Eustace, *Power and Authority in British Universities*, which comes down in favour of what the authors term a "republican" system.

Under this, power is diffused among varying groups of experts. "Decisions on any issue should be taken by those who know most about it, and . . . those who know most vary according to the nature of the issue." They add: "The supreme authority, provided it is exercised in ways responsive to others, must . . . continue to rest with the academics."

It may seem strange for academics to regard themselves as in the front line of defending civilization. Yet in a sense this has always been part of their role. Defining higher education, one falls naturally if inconspicuously into military analogy.

In a noble sentence, Newman described the university as "the high protecting power of all knowledge and science, of fact and principle, of inquiry and discovery, of experiment and speculation; it maps out the territory of the intellect, and sees that . . . there is neither encroachment nor surrender on any side."

Looking around the university and its enemies today, I feel it urgent to point out that this front line of civilization should not be a Maginot Line, one that has been betrayed. That is why we must have defence in depth, meaning every kind and variety of institution where higher education is available, linked indeed in one huge defensive confraternity, but each pursuing, within wide limits, its own self-determined course.

I like the sixteenth-century image of John Knox, who referred to each student winning press as a "block-house against the enemies of truth and reason". So too, the university today is not an ivory tower, but a real one. It is vital that its independent walls should be kept in constant repair, and above all that it should not be betrayed from within.

Next week: replies from John Griffith, John Holloway, Bernard Williams, Michael F. D. Young.







# BOOKS

## Areas of high pressure

## An array in three dimensions

## Experiments with the ubiquitous mouse

## A euphonic subject

**William Bishop**

## Timetables and times tables

Library book

## 1 words

## Dealing in depth

**P. T. Matthews**

## Chemical kinetics

1. The first step in the process is to identify the problem or issue that needs to be addressed. This involves gathering information and understanding the context of the problem.



# BOOKS

## A true marriage — struggle and strife

## Doings of the directors

## Music while you play

## A good plan

## Moving people

## Geopolitics

**T. W. Freeman**

## Jumbo size

**R. A. French**

## Reviewers

Rebin Hodgkin's forthcoming book is *Born Curious: New Perspectives in Education Theory*;   
 Janeen Hensby lectures in zoology at the University of Reading;   
 Maurice Platt is reader in history at the University of Sussex and author of *Napoleon*;   
 James H. Johnson is co-author of *Housing and the Geographical Mobility of Population in England and Wales*;   
 Norman MacKessle is co-author of *The Time Traveller: a Biography of H. G. Wells*;   
 Peter Scott's latest book is *Strategies for Postgraduate Education*;   
 Valerie Minogue is senior lecturer in French at Queen Mary College, London;   
 Laurie Taylor is professor of social



# Classified Advertisements

Index to Appointments Vacant, Wanted and other classifications

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Colleges of Education  
Colleges of Further Education

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Industry  
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## Universities

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#### English Language Adviser (Kuwait)

Medical Faculty, Kuwait University  
Degree and 3 years' teaching experience essential; TEFL qualification desirable.  
Recruited January 1976 or earlier.  
Salary: £5,955 pa, tax free.  
Benefits: free accommodation; two months annual passage-leave; two-year contract, renewable 75 AU 92

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University of Chulalongkorn  
Master's degree in Mathematics, preferably PhD and teaching experience.  
Salary: £4,688-£5,532 pa.  
Benefits: overseas and children's allowances; free furnished housing; medical scheme; employer's portion of UK superannuation. One or two-year contract 75 U 118

Return fares are paid. Local contracts are guaranteed by the British Council.  
Please write, briefly stating qualifications and length of appropriate experience; quoting relevant reference number for further details and an application form to The British Council (Appointments), 65 Davies Street, London W1V 2AA.

## DEAN OF SCIENCE

with duties to commence January 1, 1976, or any date prior to September 1, 1976.

The Dean is the senior administrative officer for eight departments which comprise the Faculty of Science—namely, Botany, Chemistry, Geography, Geology, Mathematics and Computing Science, Physics, Psychology, and Zoology, and is expected to provide leadership in both teaching and research.

Applicants should be of sufficient stature to qualify for a tenured appointment and will be expected to carry a small teaching load.

Salary commensurate with qualifications and experience. Letters of application, together with curriculum vitae and the names and addresses of three referees, should be mailed or telephoned (204-728 8520, Extension 311) or telefaxed (07502221) to the Chairman of the Selection Committee, Dr. A. L. DULMAGE, BRANDON UNIVERSITY, Brandon, Manitoba R7A 6A9. Applications should be received by December 16, 1975.

#### AUSTRALIA

JAMES COOK UNIVERSITY  
of North Queensland

#### LECTURER IN MARINE BIOLOGY (DEVELOPMENT)

Applicants should have a PhD or equivalent degree in marine biology, with a special interest in development. Some experience of university teaching at postgraduate level and the development and supervision of postgraduate research is desirable.

The salary range is \$18,000 to \$24,000 per annum, plus superannuation of 12.5% per annum for a married couple and a bonus for a single person.

Information on conditions of appointment, curriculum vitae and application forms available from the University of North Queensland, St. Lawrence, Queensland 4870.

Applications close 6 December, 1975.

#### AUSTRALIA

UNIVERSITY OF  
MELBOURNE

#### LECTURER IN EDUCATION

Applicants should have a PhD or equivalent degree in education, with a special interest in the field of educational research.

The salary range is \$18,000 to \$24,000 per annum, plus superannuation of 12.5% per annum for a married couple and a bonus for a single person.

Information on conditions of appointment, curriculum vitae and application forms available from the University of Melbourne, Parkville, Victoria 3010.

Applications close 6 December, 1975.

Applications close 6 December, 1975.

### LOUGHBOROUGH UNIVERSITY OF TECHNOLOGY

#### TUTOR IN TOTAL TECHNOLOGY

Applications are invited for a newly created TUTORSHIP in the Department of Engineering Production. The post, funded by the Science Research Council, is a full-time position in the first instance. The tutor will be responsible for teaching and supervising students in the Department of Engineering Production. The successful applicant will be expected to have a degree in Engineering or a related discipline, and to have experience in teaching and supervising students.

Salary within the present national lecturer scale £2,776-£4,040 under review, with a threshold payment. Postgraduate research fellowships available. Further details and application forms to Assistant Registrar (Establishment), ref: 75/450P.

Loughborough Leicestershire

### St. Anne's College Oxford

#### LECTURESHIP in ENGLISH

The College wishes to appoint a full-time Lecturer to teach Old and Middle English at specialist and non-specialist levels from October, 1976.

The appointment, which is open to men and women, will be for two years in the first instance and is renewable.

Further particulars can be obtained from the Principal, to whom applications should be sent by December 1st.

Applicants should ask two referees to write to the Principal by the same date.

#### AUSTRALIA

MACQUARIE UNIVERSITY,  
Sydney

#### LECTURER IN EDUCATION

Applicants should have a PhD or equivalent degree in education, with a special interest in the field of educational research.

The salary range is \$18,000 to \$24,000 per annum, plus superannuation of 12.5% per annum for a married couple and a bonus for a single person.

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#### AUSTRALIA

THE AUSTRALIAN NATIONAL  
UNIVERSITY

#### SENIOR LECTURER IN HISTORY

Applications are invited for a newly created TUTORSHIP in the Department of Engineering Production. The post, funded by the Science Research Council, is a full-time position in the first instance. The tutor will be responsible for teaching and supervising students in the Department of Engineering Production. The successful applicant will be expected to have a degree in Engineering or a related discipline, and to have experience in teaching and supervising students.

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#### CANADA

SIMON FRASER UNIVERSITY

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#### DESEX

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## Universities continued

#### HONG KONG

THE UNIVERSITY

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Applicants should have a PhD or equivalent degree in architecture, with a special interest in the field of architectural research.

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